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ABSTRACT

This guide was developed to help teachers and administrators in vocational education programs (especially in Florida) to develop modified occupational completion points for students with disabilities. Modified occupational points (MOCPs) are selected sets of student performance standards within a vocational job preparatory program. These selected standards provide the opportunity for students to complete a modified program and to develop marketable skills leading to competitive employment. Modified occupational completion points fall between established occupational completion points as identified in curriculum frameworks. The guide is organized in five sections. Part 1 explains the concept of occupational completion points, defines them, provides a rationale and guiding principles, and discusses Individualized Education Plans, reporting, and certification in the context of Modified Occupational Completion Points. Parts 2-5 provide examples of the application of MOCPs in the following areas: the automotive technologies cluster, the environmental horticulture science and services cluster, the data entry vocational program, and the commercial foods vocational program. Each section includes job descriptions and student examples of applications of MOCPs in that field. Three appendixes provide course modifications rules; sample MOCPs in environmental horticulture; and sample blank student performance profiles, rating forms, and competency certificate. (KC)

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Modified Occupational Completion Points In Vocational Education

For Students with Disabilities

With Examples from Automotive Technologies, Commercial Foods, Data Entry, and Environmental Horticulture

Bureau of Vocational Programs and Services
Division of Applied Technology and Adult Education
and
Bureau of Student Services and Exceptional Education
Division of Public Schools

Florida Department of Education

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MODIFIED OCCUPATIONAL COMPLETION POINTS IN VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

Bureau of Vocational Programs and Services
Division of Applied Technology and Adult Education
and
Bureau of Student Services and Exceptional Education
Division of Public Schools

Florida Department of Education
1995

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Department of State
1995

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PREFACE

This technical assistance paper was originally developed in response to district recommendations concerning the benefits of implementing multiple exit points to increase program flexibility for students with disabilities enrolled in vocational education. This 1995 revision reflects curriculum restructuring efforts and the development of occupational completion points for all students. Thus, multiple exit points are now called modified occupational completion points in keeping with vocational education curriculum restructuring. The examples provided focus on opportunities for ESE students to pursue pre-established occupational completion points or modified occupational completion points, depending on their individual needs and interests. It is expected that use of modified occupational completion points will result in more students with disabilities being mainstreamed in vocational programs, completing programs, and obtaining jobs.

This paper was designed as a general guide to assist districts in the development and implementation of modified occupational completion points, while providing flexibility to meet individual student and community needs. The guide is designed with an overview followed by application examples in four vocational program areas. The guide includes examples of curriculum frameworks in the newly restructured format as well as curriculum frameworks in the previously used format. Samples of student situations are included in this guide to help districts in customizing a Modified Occupational Completion Point System. Two students are described through a formal student profile while four students are described through a general narrative.

ACKNOWLEDGMENTS

The development of this technical assistance paper was a collaborative effort, involving the education and business/industry community. Special thanks are due to the members of the Modified Occupational Completion Points Work Group and other reviewers throughout the state for their valuable input toward the final product.

MODIFIED OCCUPATIONAL COMPLETION POINTS IN VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

PART I

MODIFIED OCCUPATIONAL COMPLETION POINTS (MOCPs) CONCEPT AND BACKGROUND

Introduction

The technical assistance paper, *Multiple Exit Points for Students with Disabilities*, was developed in 1993, and many districts implemented procedures for modifying the vocational curriculum for students with disabilities. Since that time, the Division of Applied Technology and Adult Education (DATAE) embarked on a major initiative to completely restructure the occupational programs. This major restructuring effort was in response to federal and state initiatives impacting vocational education, such as Goals 2000, SCANS performance standards, School-to-Work programs, Blueprint 2000, Tech Prep, outcome-based curriculum, and others. The objectives of restructuring are to ensure that programs are responsive to the needs of business and industry, contribute to the self-sufficiency of students, integrate high-level academic skills and the SCANS performance standards, and provide for clearly defined articulation between delivery systems.

The *new* structure features occupational clusters that begin with a core (or cores) of basic knowledge, required as a foundation for advancement in the cluster program(s). Several occupational cluster programs will offer the option of occupational completion points. For secondary students with disabilities, the application of the Course Modifications Rule (see Appendix A) and restructuring will provide further flexibility in that *modified* occupational completion points may be chosen through the Transition IEP process. These students may select one (or more) pre-established occupational completion points as a goal; or, they may use the course modifications rule to modify the curriculum frameworks and identify a completion point that falls between pre-established completion points. When using the course modifications rule, the Transition IEP must include the occupation or occupational cluster for which the student is being trained, as well as the outcomes and student performance standards which the student must master to earn credit.

Curriculum framework modifications are different from instructional modifications. Instructional modifications include: increased or decreased instructional time; variations in instructional methodology; special communication systems used by teacher or student; and, special classroom and district test administration procedures and other evaluation procedures. Curriculum modifications refer to selecting specific student performance standards to be mastered by an individual student for credit, i.e., using modified occupational completion points.

Special Note: Licensure/certification vocational programs, including but not limited to cosmetology, licensed practical nursing, and child care, are not subject to modified occupational completion points. These programs are single-occupation oriented and are highly regulated. Students in these programs must complete all of the required performance standards to meet licensure/certification requirements.

Definition of Modified Occupational Completion Points

Modified occupational completion points (MOCPs) are selected sets of student performance standards within a vocational job preparatory program. These selected standards provide the opportunity to complete a modified program and to develop marketable skills leading to competitive employment. Modified occupational completion points fall between pre-established occupational completion points as identified in curriculum frameworks.

The concept of MOCPs includes the following:

- interdisciplinary planning to target student outcome(s)
- modified program reflecting a student's interests, abilities, and special needs
- selected student performance standards identified via the Transition IEP process (Course Modifications Rule)
- continuous review of student progress to maximize the student's potential.

Special Note: As of this writing, the Division of Applied Technology and Adult Education has begun the process of restructuring; thus, many curriculum frameworks reflect the new structure of clusters and occupational completion points. Multiple exit points are now called modified occupational completion points in keeping with curriculum restructuring. However, some vocational programs have not yet been restructured and the curriculum frameworks reflect the previously used format, i.e., without occupational completion points identified. In this case, ESE students may use multiple exit points (application of Course Modifications Rule) to identify an individualized completion point.

Although the term modified occupational completion point will be used throughout the remainder of this document, the reader should keep in mind that the same principles will hold true for multiple exit points.

Purpose and Benefits of Modified Occupational Completion Points

The overall purpose of addressing MOCPs for students with disabilities is to maximize their opportunities to participate in and benefit from vocational job preparatory programs, thus increasing their success in the world of work. The vocational curriculum restructuring process and the identification of occupational completion points will benefit all students; however, ESE students have the option of identifying a completion point that falls between the pre-established completion points. Therefore, MOCPs:

- increase flexibility in career planning; allow more opportunities and choices related to education and jobs
- give students and teachers a targeted outcome
- highlight what students *can* do (emphasize ability rather than disability)
- meet requirements for Transition IEPs
- respond to accountability and accessibility mandates
- allow for a larger, more diverse population of workers that meet the local community labor market needs
- focus on earlier and continuous individual career counseling
- provide a realistic career plan for students; students may move vertically and horizontally as their interests and skills develop further and as the labor market changes
- coordinate more realistically with vocational assessment and evaluation procedures
- promote a greater awareness and interdisciplinary collaboration that enhances transition planning
- complement the dropout prevention effort by helping students target specific school to work goals.

Goal and Guiding Principles

The goal of MOCPs is to ensure that modifications to the curriculum for secondary ESE students will result in selected sets of student performance standards within vocational job preparatory programs that lead to positive student outcomes. When tailored to the needs of the individual student, MOCPs will provide the opportunity to match the interests, abilities, and special needs of the student to a job in the community (see Appendix A for Rule 6A-6.0312, FAC, Course Modifications for Exceptional Students).

In order to assure adherence to the intent of MOCPs, the following guiding principles are offered.

- INCREASED OPPORTUNITIES

  MOCPs should be developed to increase open-ended opportunities for student involvement in training and jobs.

- INDIVIDUALIZED PLANNING

  Planning for each ESE student is individualized. Student performance standards to be mastered for the modified program and the job(s) for which the student is being trained must be identified on the student's Transition Individual Educational Plan (IEP).

- MOCPs JOBS CHARTS/COMPETENCY LISTS

  District job charts/competency lists should be developed by a *team* which includes representation from vocational education, exceptional student education (ESE), business/industry, guidance, and vocational rehabilitation, as well as vocational evaluators, parents, and other appropriate representatives as needed. MOCPs jobs charts should be adaptable to reflect local job market needs.

- DEVELOPING INDIVIDUAL MOCPs

  Districts are encouraged to use MOCPs jobs charts as a guide for modifying each individual ESE student's vocational program as documented on the Transition IEP.

- JOB CORRELATION

  MOCPs should be based on jobs in the community and related to titles/codes from the *Dictionary of Occupational Titles*.

- IMPACT ON EXISTING VOCATIONAL PROGRAMS

  MOCPs are *not* intended to fragment or add to existing vocational programs. MOCPs may increase numbers of students who would enroll in regular vocational education programs with a modified program that meets their needs.

- RELATIONSHIP TO OCCUPATIONAL COMPLETION POINTS

  MOCPs fall between pre-established occupational completion points as identified in curriculum frameworks.

Program Content Modifications

Determining whether the content of a student's vocational job preparatory program should be modified entails consideration of the student's strengths, experiences, and needs. The student performance standards for a job preparatory program reflected on a student's Transition IEP should *not* be modified without taking into consideration vocational evaluation information (including academic levels) *as well as* student success (or lack of it) in:

- prevocational experiences
- exploratory courses
- practical arts courses
- work experiences.

If prior vocational experiences are limited, it is helpful to provide the student with opportunities to experience a sampling of training programs with the assurance that the student will not be penalized for unsuccessful experiences. This trial period *should be assessed* (e.g., Curriculum-Based Vocational Assessment, see page 11) and can be accomplished by the following methods:

- Short-term career shadowing in program(s) in which the student expresses interest. The student is exposed to several training options within each program.

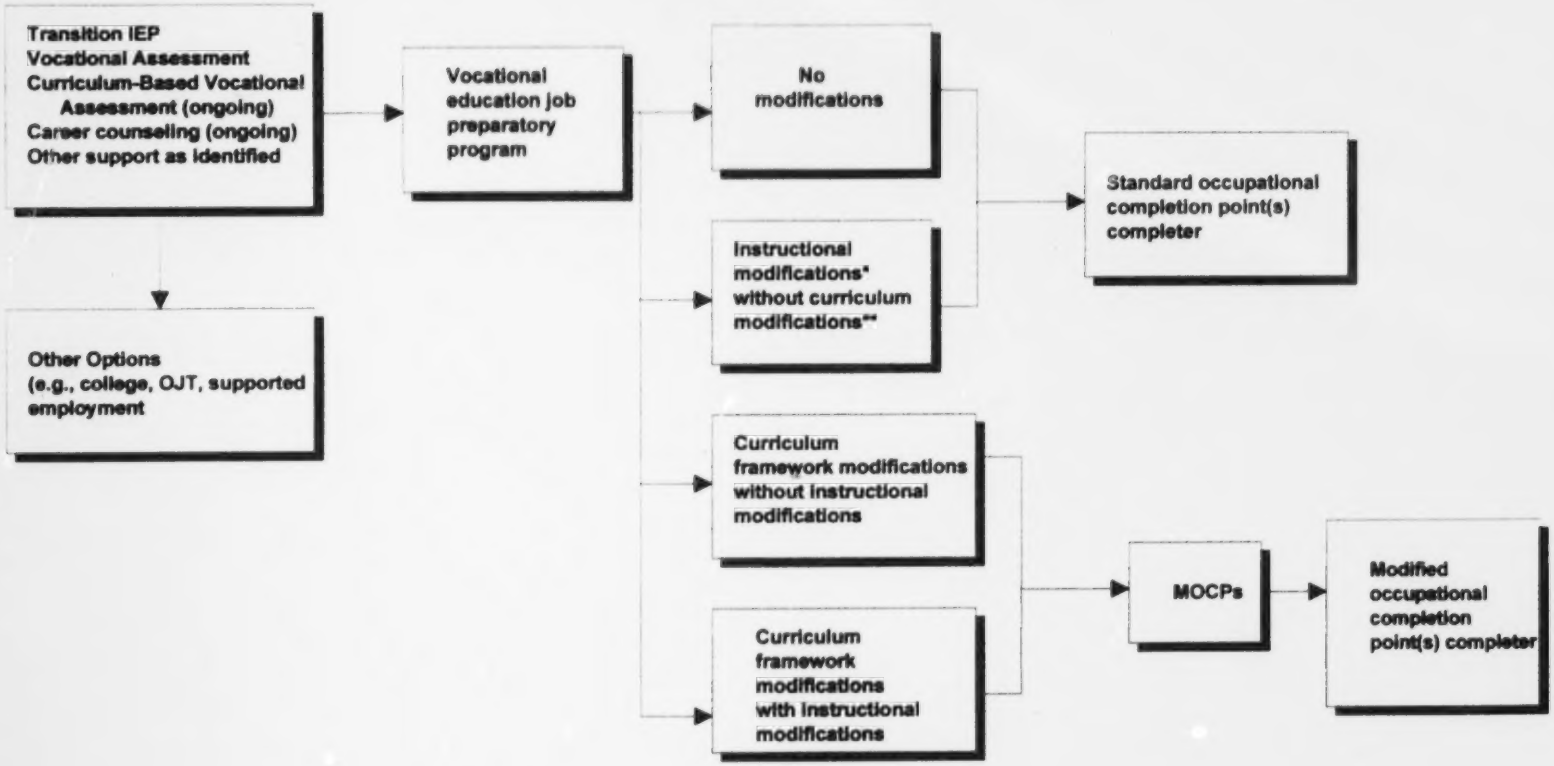
- Structured participation and sampling of assignments and activities in several areas of training within each program.

Based on assessment of performance, the student will be enrolled in the appropriate job preparatory program. It is recommended that extended time, alternate instructional strategies, and other options be explored *prior to* identifying modified occupational completion points on the Transition IEP.

The team may develop a Transition IEP which addresses MOCPs if mastery of all student

performance standards for a pre-established occupational completion point is not a realistic expectation for the student. This decision may be made upon enrollment or after enrollment, based on evaluation of student progress. The flowchart on page 9 illustrates the decision-making process for implementing modified occupational completion points for students with disabilities.

MOCPs FLOWCHART



* The instructional modifications may include the following: instructional time increased or decreased, instructional methodology varied, special communication systems used by teacher or student, classroom and district test administration procedures and other evaluation procedures modified.

** Curriculum framework modification is the selection of particular outcomes and student performance standards chosen from a vocational job preparatory program that a student must master to earn credit. Those selected student performance standards must be specified in the student's IEP in order to meet an individual student's needs.

Recommended District Level MOCPs Process

The following process is recommended for implementing modified occupational completion points (MOCPs) for students with disabilities in vocational education. The objective is to develop district policy, procedures, and technical assistance materials that meet the specific needs of students and the local community.

1. Vocational educators establish commitment of district administration to implement MOCPs concept.

2. Vocational educators identify a core team that includes representatives from vocational education, exceptional student education, guidance/counseling, vocational rehabilitation, and local businesses/industry, as well as parents, occupational specialists, and vocational evaluators.

3. Core team reviews state policy concerning course modifications for students with disabilities in vocational education.

4. Core team reviews technical assistance materials concerning definitions and standards related to vocational education enrollment, completion, and placement.

5. Core team reviews state MOCPs technical assistance materials as a model to be adapted locally.

6. Core team drafts district policy on course modification.

7. Core team selects specific vocational program areas, reviews curriculum frameworks, and develops MOCPs jobs charts to reflect occupations in the community using recommended titles from the *Dictionary of Occupational Titles* (DOT) when appropriate.

8. Vocational instructors and business representatives identify student performance standards for selected MOCPs areas identified on jobs charts.

9. Core team determines procedures for including MOCPs student performance standards on the Transition IEP and adopts procedures for tailoring MOCPs for individual students.

10. Core team develops district level technical assistance materials to address MOCPs, including recommended procedures and MOCPs jobs charts.

Recommended Procedure for Transition IEP Teams Implementing MOCPs

It is recommended that, to the extent possible, both vocational instructors and ESE teachers attend the Transition IEP meeting. The initial Transition IEP meeting may address generic competencies and include a vocational representative. However, the expertise for identifying modified occupational completion points requires the input of the vocational instructor.

In addition to the preplanning needed for all Transition IEPs, the following steps will need to be completed for students pursuing MOCPs:

1. Review and select curriculum frameworks and jobs charts for developing MOCPs if it is determined that a pre-established occupational completion point is not appropriate at this time.

2. Select course(s) needed for the targeted MOCP/job.

3. Determine student performance standards to be mastered by the student each year for credit.

4. Conduct on-going review of mastery of student performance standards.

The results of this process will be reported, discussed, and, if appropriate, included on the student's Transition IEP.

Documentation of Student Progress

A process for documenting mastery of the student performance standards needs to be developed. The documented standards are those selected for the MOCPs. Such forms of documentation include, but are not limited to, the performance standards checklist, progress charts, district modified checklist, and Curriculum-Based Vocational Assessment (CBVA) rating forms.

CBVA rating forms are developed by teams who are familiar with the vocational programs offered by the district, the characteristics of students with disabilities, and employment opportunities in the community. Thus, CBVA rating forms are flexible enough to reflect the changing needs of the student, education system, and labor market, which is critical in the MOCPs process. See Appendix C for sample CBVA forms.

For more information and training on CBVA, contact Dr. Janet Adams, Division of Applied Technology and Adult Education, at 904/487-3164 (Suncom 277-3164).

Reporting Vocational Education Program Completers or Leavers

Rule 6A-6.0312, FAC, Course Modifications for Exceptional Students, applies *only* to secondary students and allows modification to the particular vocational education outcomes and student performance standards which a student must master to earn credit. Students on MOCPs may be reported as one of the following:

Completer - A *secondary* student with disabilities who demonstrates mastery of:

- all of the intended outcomes and student performance standards identified in the curriculum frameworks for a particular occupational completion point within an occupational cluster, *or*

- all of the MOCPs student performance standards identified on the student's Transition IEP.

Leaver with Marketable Skills - A *secondary* student with disabilities who demonstrates mastery of sufficient skills to be employable as trained. These skills represent mastery of:

- some, but not all, of the student performance standards identified in the curriculum frameworks for a particular occupational completion point within an occupational cluster, *or*

- some, but not all, of the MOCPs student performance standards identified on the Transition IEP

Vocational Certificates and MOCPs

The district may determine whether regular and/or special certificates of vocational completion would be issued to students with disabilities who complete modified occupational completion point(s). District staff may find that completed CBVA rating forms could be useful in communicating individual student's skills to prospective employers. See pages 29, 47, 65, 79, 95, and 119 for samples of certificates.

PART II

APPLICATION OF MOCPs IN AUTOMOTIVE TECHNOLOGIES CLUSTER

Part II provides two examples of ESE students enrolled in Industrial Education/ Automotive Technologies Cluster. One student (Pat) is pursuing a pre-established occupational completion point and one student (Lee) is using the MOCPs process to work toward a modified occupational completion point. To illustrate the MOCPs planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the Transition IEP directly related to the vocational program have been completed. These are *not* intended to be complete Transition IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to Transition IEPs, all of which are continually updated. As you read Part II, keep in mind the overall planning and documentation that would be in place for each student.

To illustrate occupational completion points and the application of the modified occupational completion points process within one cluster, selected sections of the curriculum frameworks for the secondary courses within the Automotive Technologies cluster are provided (see page 19). Job descriptions for a New Car Get Ready Technician and a Brake Repairer Assistant are also included (see page 14).

Two students, Pat and Lee, are individually profiled in this section. Pat is pursuing a pre-established occupational completion point and would be expected to master all of the student performance standards listed for that occupational completion point in the curriculum framework. However, Lee is pursuing a *modified* occupational completion point and would be expected to master those student performance standards from the curriculum framework specifically identified for that particular job and included as part of the Transition IEP. The following materials are included for each student: (1) description of student strengths and interests; (2) selected sections of Transition IEP addressing instruction and employment; (3) selected sections of Career Merit Achievement Plan (Career MAP); and (4) sample vocational certificate. Sample CBVA rating forms may be found in Appendix C.

Job Descriptions

New Car Get Ready Technician

Inspects and services new automobiles on delivery to dealer or customer, and makes minor repairs or adjustments to place vehicle in salable condition, using handtools, portable power tools, and specification sheets. Inspects vehicles for obvious damage and missing major components. Records discrepancies and signs acceptance slip for each vehicle delivered. Inspects vehicle for loose or misaligned items and positions defective items according to specifications. Starts engine and drives automobile to test steering, brakes, transmission, and engine operation. Activates power equipment to ensure specified operating standards. Washes car and vacuums interior. Inspects surface and touches up imperfections. Installs optional equipment specified by customer or dealer. Installs standard components. Pours antifreeze into radiator according to seasonal requirements. Polishes car. May spray undercoating on vehicle; tune engine; install or repair equipment.

Brake Repairer Assistant

Assists in the repair and overhaul of brake systems in automobiles, buses, trucks, and other automotive vehicles. Pushes handle of hydraulic jack or pushes hoist control to raise vehicle axle. Removes wheels using wrenches, wheel puller, and sledgehammer. Replaces defective brakeshoe units or attaches new linings to brakeshoes. Measures brakedrum to determine amount of wear. Reads vacuum gauge to detect brake-line leaks. Repairs or replaces leaky brake cylinders. Repairs or replaces defective air compressor in airbrake systems. Replaces wheel on axle and adjusts drumshoe clearance. Fills master brake cylinder with brake fluid. Opens valves on hydraulic brake system to bleed air from brake lines. Closes valves and refills master brake cylinder.

Automotive Technologies
Student Example #1
Pre-established Occupational Completion Point

NAME:	Pat	
AGE:	17	
ESE PROGRAM:	Specific Learning Disabilities	
SAFETY LIMITATIONS: (Anything that would affect student's ability to work with machinery, read signs or directions and manuals, or operate measuring devices accurately)	Physical:	No ✓ Yes ____ Explain:
	Academic:	Reading Level 8.3 Math Level 10.6
	Other:	No ✓ Yes ____ Explain:
EDUCATION LEVEL:	Currently in 11th grade, pursuing Special Diploma	
WORK EXPERIENCE:	Wastewater Treatment Plant at UCF through school work-training program; Allied Tire Company	
VOCATIONAL INTERESTS:	Automotive -- wants to set up own garage	
LEARNING STYLE:	____ Auditory ____ Visual ✓ Hands-On	
OCCUPATIONAL STRENGTHS:	- Positive attitude, good verbal skills - Appropriate people skills - Attends regularly, punctual - Mature, on-task behavior on the job - Knowledge of/dexterity with tools - Above-average mechanical ability - Math skills at grade level	
OCCUPATIONAL LIMITATIONS:	- Reading is below grade level - Does not turn in homework - Short attention span - Must travel long distance to Vo-Tech	

ESE CONTACT PERSON: _____ Phone _____

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade _____

Student Name Pat
Last First MI
Student ID# _____ Date of Birth _____

FEFP COST FACTOR(S): 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 (316)

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
Learning Disabled (15-20 hours)			*Cooperative Consultation

RELATED SERVICES: _____

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Subject	Hours/week	Subject	Hours/week
Automotive Assisting I	15		

VOCATIONAL EDUCATION: Automotive Technologies

USE OF MAINSTREAM COST FACTOR (Specify required aids, services, or equipment)

Subject	Hours/week	Subject	Hours/week
Automotive Assisting I	15		

DIPLOMA DECISION: Standard _____ Special X

PHYSICAL EDUCATION ___ Regular ___ Adaptive ___ Spec Designed ___ Promoted ___ Retained ___ Summer School

COURSE MODIFICATIONS (specify)
- Allow extra time
- Adjust testing
- Adapt methods
- Use alternative materials

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: Pat STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Advance in job at Allied Tire Company; earn enough money to live independently; return to night school to continue improving skills; learn how to set up own garage.

Statement of Student's Present Level of Performance

Math skills - at grade level (10.6)
Reading skills - below grade level (8.3)

Activity Areas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

Student will demonstrate mastery of those skills required to be employed as a New Car Get Ready Technician (regular occupational completion point)

SHORT-TERM OBJECTIVES

1. See student performance standards as identified for Occupational Completion Point A in Automotive Assisting I. (curriculum framework attached) (90%)

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
Vocational Education	Teacher observation; portfolio; 45 day report			N ___ Y ___ Date ___

2.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

3.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

4.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

Page 2 NCR = White District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME Pat STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities

Agency Represented	Responsibilities	Agency Representative's Signature
Vocational Education	Instruction with modifications	[illegible]
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

18

Pat

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting I COURSE NUMBER: 8709210

Occupational Completion Point-DATA CODE A
New Car Get Ready Technician #806.361.026

01.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

01.01 Understand and practice safe work procedures.
01.02 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
01.03 Identify and use appropriate emergency first aid procedures.
01.04 Demonstrate an understanding of automotive chemicals handling hazardous waste, including oil, coolant, asbestos and refrigerant.
01.05 Identify and practice using appropriate safety procedures when using floor jacks, safety stands, vehicle lifts and other lifting equipment.
01.06 Identify, use, and maintain hand and power tools properly.
01.07 Identify and practice using appropriate precision measuring tools and torque methods.
01.08 Identify and describe the proper procedure to apply and remove automotive fasteners, to include thread repair.
01.09 Apply automotive math skills as required by the automotive service industry.
01.10 Identify and use metric and English measurement skills.
01.11 Read, interpret and use Technical Information Resources. (TIR).
01.12 Use computer and operate keyboard.
01.13 Identify automobiles according to engine location, cylinders, type of drive system, purpose, etc.
01.14 Describe and identify supplemental restraint systems (SRS).

02.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE MATH SKILLS**--The student will be able to:

02.01 Read and interpret measuring devices (rules and tapes).
02.02 Add 100 addition combinations.
02.03 Add two-digit numbers.
02.04 Add three-digit numbers.
02.05 Subtract 100 subtraction combinations.
02.06 Subtract two-, three- and four-digit numbers.
02.07 Solve one-digit divisor problems.
02.08 Solve two-digit divisor problems.
02.09 Solve two- and three-digit divisor problems.
02.10 Solve multiplication facts.
02.11 Multiply by a one-digit factor.
02.12 Multiply by a two-digit factor.
02.13 Identify the parts of a fraction.
02.14 Solve fractional word problems.
02.15 Classify types of fractions.
02.16 Illustrate equivalent fractions.
02.17 Convert fractions.

02.18 Reduce fractions.
02.19 Solve decimal notations.
02.20 Solve number word problems.
02.21 Round to the nearest whole number.
02.22 Add decimals.
02.23 Subtract decimals.
02.24 Multiply decimals.
02.25 Divide a decimal by a decimal.
02.26 Divide a whole number by a decimal.
02.27 Write fractions as decimals and percents.
02.28 Write percents add fractions and decimals.
02.29 Solve percent problems.
02.30 Find the percent of a number.
02.31 Operate a calculator.
02.32 Understand and use the metric system.
02.33 Convert inches to millimeters and millimeters to inches.
02.34 Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares, and cylinders.
02.35 Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
02.36 Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
02.37 Determine the correct purchase price, to include sales tax for a materials list containing a minimum of six items.
02.38 Demonstrate an understanding of federal, state and local taxes and their computation.

03.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

03.01 Identify and interpret vehicle identification number information.
03.02 Perform redelivery preparation and minor auto detailing functions.
03.03 Inspect tires; check and adjust air pressure.
03.04 Identify and describe typical automotive lubricants and lubricant properties.
03.05 Check for proper fluid levels.
03.06 Identify the correct techniques use in "jump starting" vehicles.
03.07 Start a vehicle using jumper cables and a battery or auxiliary power supply.

04.0 **DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS**--The student will be able to:

04.01 Secure information about a job.
04.02 Identify documents which may be required when applying for a job.
04.03 Complete a job application form correctly.
04.04 Identify and adopt acceptable work habits.
04.05 Demonstrate acceptable employee health habits.
04.06 Demonstrate appropriate telephone/communication skills.

05.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

05.01 Explain the effects of chemical/substance abuse.
05.02 Identify principles of stress management.

05.03 Perform auto safety inspections.
05.04 Identify and define career opportunities in the automotive service industry.

06.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF STEERING, SUSPENSION AND WHEEL SYSTEMS**--The student will be able to:

06.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in steering, and wheel systems.
06.02 Describe fundamentals of rack-and-pinion steering systems.
06.03 Describe fundamentals of power steering systems.

07.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS**--The student will be able to:

07.01 Select appropriate brake fluid and install to proper level.
07.02 Describe the functions and principles of automotive brake systems.
07.03 Describe the theory and operation of drum brakes.
07.04 Describe the theory and operation of disc brakes (front and rear).
07.05 Describe the theory and operation of vacuum, hydraulic and electronic assist power brake units.
07.06 Remove, refinish and replace brake drums and replace brake shoes.
07.07 Test pedal free travel with and without engine running; check power assist operation.
07.08 Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.

08.0 **DEMONSTRATE PROFICIENCY IN HEATING, AIR CONDITIONING AND ENGINE COOLING SYSTEMS**--The student will be able to:

08.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in air conditioning and engine cooling systems.
08.02 Inspect, service and replace drive belts.

09.0 **DEMONSTRATE PROFICIENCY IN ENGINE PERFORMANCE SERVICE**--The student will be able to:

09.01 Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels and calibration decals).
09.02 Apply proper safety procedures when performing engine performance service.
09.03 Service air cleaners (ASE).
09.04 Service evaporative control system (ASE).
09.05 Service thermostatic air cleaner.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting I COURSE NUMBER: 8709220

10.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

10.01 Apply shop safety rules, EPA and OSHA standards.
10.02 Identify and practice safety procedures required when using various automotive chemicals, gaskets and sealers.
10.03 Identify and practice using appropriate gasoline safety rules.
10.04 Identify and practice using appropriate safety procedures for using compressed air and parts washers.
10.05 Identify and describe typical automotive lubricants and lubricant properties.

11.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

11.01 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
11.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
11.03 Read and follow written and oral instructions.
11.04 Answer and ask questions coherently and concisely.
11.05 Read critically by recognizing assumptions and implications and by evaluating ideas.
11.06 Demonstrate appropriate telephone/communication skills.

12.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

12.01 Inspect, test, head and tail lamp circuits, aim headlights and replace bulbs.
12.02 Inspect, clean, fill or replace battery.
12.03 Perform slow/fast battery charge.
12.04 Perform oil change and lubricate vehicle.
12.05 Check power steering fluid level (ASE).
12.06 Check electrical circuits using jumper wires; determine needed repairs.
12.07 Inspect coolant condition; drain and recover.
12.08 clean engines.
12.09 Remove and replace valve cover gaskets (ASE).
12.10 Service positive crankcase ventilation (PVC) system.
12.11 Inspect and clean battery cables, connectors, clamps, and hold-downs; repair or replace as needed.
12.12 Perform battery state-of-charge test; determine needed service.
12.13 Flush power steering system.

13.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

13.01 Explain and identify acceptable work ethics.
13.02 Explain acceptable dress standards.
13.03 Identify and demonstrate proper customer relations skills.
13.04 Write and process work orders.
13.05 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
13.06 Return cores for rebuilt and exchange items.

14.0 **DEMONSTRATE PROFICIENCY IN APPLYING ELECTRICAL AND ELECTRONIC PROCEDURES IN DIAGNOSING/TROUBLESHOOTING MALFUNCTIONS OF ELECTRICAL/ELECTRONIC COMPONENTS AS RELATED TO BODY/CHASIS**--The student will be able to:

14.01 Measure properties of a circuit using analog volt-ohm meters, digital volt-ohm meters and oscilloscopes.
14.02 Analyze and measure DC circuits using AVON, DOOM, oscilloscope, frequency counter and function generator.
14.03 Describe automotive battery construction, and use appropriate service and test procedures.
14.04 Describe basic generator/alternator theory, operation and use appropriate test procedures.
14.05 Relate electricity to the nature of matter.
14.06 Identify sources of electricity.
14.07 Define voltage, current, resistance, power and energy.
14.08 Read and interpret schematics, electrical color codes and symbols.
14.09 Perform battery capacity (load, high-rate discharge) test; determine needed service.
14.10 Remove, inspect, and replace/reinstall alternator, and adjust drive belt.
14.11 Inspect and test voltage regulator; replace as needed.
14.12 Examine starting systems and perform starter current draw and circuit voltage drop.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting II COURSE NUMBER: 8709230

15.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

15.01 Interpret the Florida 'Workers Right To Know Law'.
15.02 Demonstrate an understanding of Material Safety Data Sheets.
15.03 Identify and describe typical automotive seals and gaskets.
15.04 Identify and use the proper procedures required for cutting tubing and single and double flaring.
15.05 Understand and interpret gears and gear ratios.
15.06 Utilize flat rate manuals, service manuals, service bulletins, parts manuals.
15.07 Demonstrate knowledge of the Automotive Service Excellence (ASE) Certification and other applicable certifications.
15.08 Disable supplemental restraint systems (SRS) in accordance with manufacturers' procedures.

16.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE UNDERSTANDING OF BASIC SCIENCES**--The student will be able to:

16.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
16.02 Draw conclusions or make inferences from data.
16.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
16.04 Understand pressure measurement in terms of P. S. I., inches of mercury and K. P. A.

17.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

17.01 Inspect and test fusible links, circuit breakers, and fuses; replace as needed.
17.02 Check electrical circuits with a test light; determine needed repairs.
17.03 Check manual steering gear fluid level (ASE).
17.04 Dismount, inspect, repair, and remount tire on wheel.
17.05 Reinstall wheel; torque lug nuts.
17.06 Inspect and adjust alternator drive belts; replace as needed.
17.07 Perform tire repairs, tire assembly and wheel balancing.
17.08 Rotate tires according to manufacturer's recommendations.
17.09 Inspect, adjust or replace and adjust power steering pump belt.

18.0 **DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS**--The student will be able to.

18.01 Conduct a job search.
18.02 Demonstrate competence in job interview techniques.

18.03 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
18.04 Demonstrate knowledge of how to make job changes appropriately.

19.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

19.01 Identify and define payroll deductions (taxes, insurance, social security) and employee benefits.
19.02 Identify principles of time management.
19.03 Identify acceptable customer relations.
19.04 Interpret and verify complaint; determine needed repairs.

20.0 **DEMONSTRATE PROFICIENCY IN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to:

20.01 Define entrepreneurship.
20.02 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Identify and apply communication skills used in automotive careers.

21.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF STEERING, SUSPENSION AND WHEEL SYSTEMS**--The student will be able to:

21.01 Identify components and function of steering and suspension systems.
21.02 Identify tire sizes, construction and application.
21.03 Measure wheel, tire, axle, and hub run-out; determine needed repairs.
21.04 Identify and use appropriate procedures for inspecting, repairing and replacing tires and wheels. (ASE)
21.05 Identify and use appropriate procedures for rotating and balancing wheels and tires. (ASE)
21.06 Identify and use appropriate procedures for diagnosing wheel/tire vibrations, shimmy and tramp; determine needed repairs.
21.07 Diagnose tire pull (lead) problem; determine corrective actions.
21.08 Identify the function of steering and suspension system components.
21.09 Inspect steering system and diagnose problems. (ASE)

22.0 **DEMONSTRATE PROFICIENCY IN HEATING, AIR CONDITIONING AND ENGINE COOLING SYSTEMS**--The student will be able to:

22.01 Describe heating and air conditioning principles.
22.02 Diagnose A/C system problems that cause the pressure protection devices to interrupt system operation; repair as needed.

23.0 **DEMONSTRATE PROFICIENCY IN ENGINE REPAIRS**--The student will be able to:

23.01 Interpret basic automotive engine theory, components, and functions.
23.02 Identify engine components.
23.03 Check for proper fluid levels.
23.04 Interpret engine lubrication systems.

24.0 **DEMONSTRATE PROFICIENCY IN ENGINE PERFORMANCE SERVICE**--The student will be able to:

24.01 Describe the exhaust gas recirculation (EGR) systems. (ASE)
24.02 Inspect, remove and replace exhaust system components. (ASE)
24.03 Identify basic electronic ignition system principles, components and functions.
24.04 Inspect and test primary circuits.
24.05 Inspect ant test power and ground circuits and connections; service or replace as needed.
24.06 Clean and adjust chokes. (ASE)
24.07 Inspect and test mechanical and electrical fuel pumps and pump control systems; replace as needed.
24.08 Describe the principles of the air injection system.
24.09 Describe the function of exhaust heat shields.

CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

AUTOMOTIVE TECHNOLOGY
(IN47.060400) (AER0990)

AUTOMOTIVE SERVICE TECHNOLOGY
(IN15.080300) (AER0991)

BASIC AUTOMOTIVE MECHANICS
(IN47.062400) (8709100)

THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

_____

State of Florida
Department of Education
Tallahassee, Florida

Affirmative action/equal opportunity employer

IE 230 FL 87

VOCATIONAL-TECHNICAL COMPETENCY PROFILE

NAME _____ ADDRESS _____

INSTITUTION _____ INSTRUCTOR

OUTCOMES

01 DEMONSTRATE BASIC KNOWLEDGE OF AUTOMOTIVE MECHANICS

01.01 APPLY SHOP SAFETY RULES & PROCEDURES	01.02 USE & MAINTAIN HAND TOOLS	01.03 DEMONSTRATE USE OF PRECISION MEASURING TOOLS	01.04 APPLY ELECTRICAL SAFETY RULES & PROCEDURES
01.21 UNDERSTAND THE FUNCTION OF STEERING & SUSPENSION SYSTEM COMPONENTS	01.22 UNDERSTAND MANUAL & POWER STEERING OPERATION	01.23 UNDERSTAND DRUM-BRAKE OPERATION	01.24 UNDERSTAND DISC BRAKE OPERATION
01.41 DEMONSTRATE AN UNDERSTANDING OF ELECTRICAL & ELECTRONIC WIRE REPAIR PROCEDURES	01.42 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC SEMICONDUCTOR CONCEPTS & COMPONENTS	01.43 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC TRANSISTOR CONCEPTS & COMPONENTS	01.44 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC MICROPROCESSOR CONCEPTS, FUNCTIONS & COMPONENTS
01.61 CHECK VEHICLE VISIBILITY	01.62 CHECK & ADJUST SPECIFIED FLUID LEVELS		

02 APPLY ELECTRICAL AND ELECTRONIC SKILLS IN DIAGNOSING/TROUBLE-SHOOTING

02.01 DIAGNOSE ENGINE MALFUNCTIONS	02.02 PERFORM POWER CHECKS WITH TEST LIGHTS	02.03 PERFORM CONTINUITY TESTS	02.04 MEASURE VOLTAGE DROP CURRENT FLOW & RESISTANCE IN A CIRCUIT OR COMPONENT WITH A MULTIMETER
02.21 DIAGNOSE, REPAIR OR REPLACE CLOCK SYSTEMS	02.22 DIAGNOSE, REPAIR OR REPLACE WARNING BUZZER & SEAT BELT INTERLOCK SYSTEM	02.23 TEST & REPLACE INSTRUMENT PANEL UNITS	02.24 SERVICE WINDSHIELD WIPER & WASHER SYSTEMS

03 DEMONSTRATE PROFICIENCY IN SERVICING STEERING, SUSPENSION & WHEEL SYSTEMS

03.01 DIAGNOSE ABNORMAL TIRE WEAR PROBLEMS	03.02 DIAGNOSE SUSPENSION PROBLEMS	03.03 DIAGNOSE WHEEL & TIRE VIBRATIONS, SHIMMY & TRAMP	03.04 DIAGNOSE STEERING PROBLEMS
03.21 REMOVE & REPLACE SHOCK ABSORBERS & MOUNTINGS	03.22 REBUILD MACPHERSON TYPE STRUTS	03.23 MEASURE & ADJUST TORSION BAR HEIGHT	03.24 REMOVE & REPLACE COIL SPRINGS & TORSION BARS

04 DEMONSTRATE PROFICIENCY IN SERVICING AUTOMOTIVE BRAKE SYSTEMS

04.01 DIAGNOSE BRAKE SYSTEM PROBLEMS	04.02 DIAGNOSE PRESSURE-DIFFERENTIAL VALVE MALFUNCTIONS	04.03 DIAGNOSE PROPORTIONING VALVE MALFUNCTIONS	04.04 DIAGNOSE METERING VALVE MALFUNCTIONS
04.21 FLUSH BRAKE SYSTEMS	04.22 SERVICE & REPAIR POWER ASSIST & BRAKE CONTROL SYSTEMS	04.23 SERVICE & REPAIR FRONT & REAR DISC BRAKES	04.24 REPLACE HYDRAULIC BRAKE BOOSTERS

05 DEMONSTRATE PROFICIENCY IN COOLING, AIR CONDITIONING, & HEATING SERVICE

05.01 INSPECT, REMOVE & REPLACE FAN BELTS	05.02 CHECK RADIATOR COOLANT LEVEL	05.03 TEST & REPLACE COOLANT	05.04 PRESSURE TEST COOLING SYSTEMS
05.21 REMOVE & REPLACE BLOWER MOTORS	05.22 REMOVE & REPLACE HEATER CORES, CONTROL UNITS & CABLES	05.23 REMOVE & REPLACE COMPRESSOR SHAFT SEAL	

Competency Certificate

This is to certify that:

Pat

Achieved the performance levels acknowledged
on the reverse side for the program:

Automotive Technologies

These competencies specifically prepare this student for:

DOT Job Title New Car Get Ready Technician

DOT# 806.361-026

This _____ Day of _____, 1995

_____ Instructor

_____ Administrator

New Car Get Ready Technician

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate safe working practices.
		Demonstrate proper equipment operation skills.
		Demonstrate proficiency in routine maintenance.
		Demonstrate proficiency in the operation and servicing of automotive systems.

2	1	
		Demonstrate proficiency in diagnosing/troubleshooting.
		Demonstrate proficiency in customer relations.
		Demonstrate appropriate communication skills.
		Demonstrate employability skills.

Automotive Technologies
Student Example #2
Modified Occupational Completion Point

NAME:	Lee
AGE:	16
ESE PROGRAM:	Specific Learning Disabilities
SAFETY LIMITATIONS: (Anything that would affect student's ability to work with machinery, read signs or directions and manuals, or operate measuring devices accurately)	Physical: No ✓ Yes ____ Explain: Academic: Reading Level 2.2 Math Level 6.6 Other: No ✓ Yes ____ Explain:
EDUCATION LEVEL:	Currently in 10th grade, pursuing Special Diploma
WORK EXPERIENCE:	Stocker at Wal-Mart; auto mechanic at UCF as part of school work-training program
VOCATIONAL INTERESTS:	Automotive or Autobody
LEARNING STYLE:	✓ Auditory ____ Visual ✓ Hands-On
OCCUPATIONAL STRENGTHS:	- Positive attitude, good verbal skills - Appropriate people skills - Attends regularly, punctual - Mature, on-task behavior on the job - Knowledge of/dexterity with tools - Speaks Spanish - Strong and agile
OCCUPATIONAL LIMITATIONS:	- Reading and Math are below grade level - Does not like to do written work - Short attention span - Slow work pace

ESE CONTACT PERSON: _____ Phone _____

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade _____

Student Name Lee
Last First MI

Student ID# _____ Date of Birth _____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 (316)

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
Learning Disabled (15-20 hours)			*Cooperative Consultation
RELATED SERVICES			

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Subject	Hours/week	Subject	Hours/week
Automotive Assisting I	15		

USE OF MAINSTREAM COST FACTOR (Specify required aids, services, or equipment)

Subject	Hours/week	Subject	Hours/week
Automotive Assisting I*	15		

VOCATIONAL EDUCATION: Automotive Technologies

PHYSICAL EDUCATION ____ Regular ____ Adaptive ____ Spec Designed

DIPLOMA DECISION Standard ____ Special X

____ Promoted ____ Retained ____ Summer School

COURSE MODIFICATIONS (specify)
- Curriculum frameworks
- Allow extra time.
- Adjust testing
- Adapt methods
- Use alternate materials

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: Lee STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Get an entry level job as brake repairer assistant; earn enough money to live independently; learn how to do autobody repair also; use language skills to help in Service Department.

Statement of Student's Present Level of Performance

_____

_____

_____

_____

ActivityAreas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

Student will demonstrate mastery of those skills required to be employed as a Brake Repairer Assistant.

SHORT-TERM OBJECTIVES

1. See student performance standards identified on Automotive Assisting IIIframeworks (attached).

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved
Vocational Teacher ESE Teacher	Teacher observation - 90%; portfolio 2-3 observations/month; 45 day report; portfolio			N ___ Y ___ Date___

2.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved
				N ___ Y ___ Date___

3.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved
				N ___ Y ___ Date___

4.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved
				N ___ Y ___ Date___

STUDENT NAME: Lee STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

Agency Represented	Responsibilities	Agency Representative's Signature
Vocational Education	Instruction with modifications	[signature]
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

Lec

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting 1 COURSE NUMBER: 8709210

Occupational Completion Point-DATA CODE A
New Car Get Ready Technician #806.361.026

01.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

01.01 Understand and practice safe work procedures.
01.02 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
01.03 Identify and use appropriate emergency first aid procedures.
01.04 Demonstrate an understanding of automotive chemicals handling hazardous waste, including oil, coolant, asbestos and refrigerant.
01.05 Identify and practice using appropriate safety procedures when using floor jacks, safety stands, vehicle lifts and other lifting equipment.
01.06 Identify, use, and maintain hand and power tools properly.
01.07 Identify and practice using appropriate precision measuring tools and torque methods.
01.08 Identify and describe the proper procedure to apply and remove automotive fasteners, to include thread repair.
01.09 Apply automotive math skills as required by the automotive service industry.
01.10 Identify and use metric and English measurement skills.
01.11 Read, interpret and use Technical Information Resources. (TIR).
01.12 Use computer and operate keyboard.
01.13 Identify automobiles according to engine location, cylinders, type of drive system, purpose, etc.
01.14 Describe and identify supplemental restraint systems (SRS).

02.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE MATH SKILLS**--The student will be able to:

02.01 Read and interpret measuring devices (rules and tapes).
02.02 Add 100 addition combinations.
02.03 Add two-digit numbers.
02.04 Add three-digit numbers.
02.05 Subtract 100 subtraction combinations.
02.06 Subtract two-, three- and four-digit numbers.
02.07 Solve one-digit divisor problems.
02.08 Solve two-digit divisor problems.
02.09 Solve two- and three-digit divisor problems.
02.10 Solve multiplication facts.
02.11 Multiply by a one-digit factor.
02.12 Multiply by a two-digit factor.
02.13 Identify the parts of a fraction.
02.14 Solve fractional word problems.
02.15 Classify types of fractions.
02.16 Illustrate equivalent fractions.
02.17 Convert fractions.

02.18 Reduce fractions.
02.19 Solve decimal notations.
02.20 Solve number word problems.
02.21 Round to the nearest whole number.
02.22 Add decimals.
02.23 Subtract decimals.
02.24 Multiply decimals.
02.25 Divide a decimal by a decimal.
02.26 Divide a whole number by a decimal.
02.27 Write fractions as decimals and percents.
02.28 Write percents add fractions and decimals.
02.29 Solve percent problems.
02.30 Find the percent of a number.
02.31 Operate a calculator.
02.32 Understand and use the metric system.
02.33 Convert inches to millimeters and millimeters to inches.
02.34 Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares, and cylinders.
02.35 Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
02.36 Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
02.37 Determine the correct purchase price, to include sales tax for a materials list containing a minimum of six items.
02.38 Demonstrate an understanding of federal, state and local taxes and their computation.

03.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

03.01 Identify and interpret vehicle identification number information.
03.02 Perform redelivery preparation and minor auto detailing functions.
03.03 Inspect tires; check and adjust air pressure.
03.04 Identify and describe typical automotive lubricants and lubricant properties.
03.05 Check for proper fluid levels.
03.06 Identify the correct techniques use in "jump starting" vehicles.
03.07 Start a vehicle using jumper cables and a battery or auxiliary power supply.

04.0 **DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS**--The student will be able to:

04.01 Secure information about a job.
04.02 Identify documents which may be required when applying for a job.
04.03 Complete a job application form correctly.
04.04 Identify and adopt acceptable work habits.
04.05 Demonstrate acceptable employee health habits.
04.06 Demonstrate appropriate telephone/communication skills.

05.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

05.01 Explain the effects of chemical/substance abuse.
05.02 Identify principles of stress management.

05.03 Perform auto safety inspections.
05.04 Identify and define career opportunities in the automotive service industry.

06.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF STEERING, SUSPENSION AND WHEEL SYSTEMS**--The student will be able to:

06.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in steering, and wheel systems.
06.02 Describe fundamentals of rack-and-pinion steering systems.
06.03 Describe fundamentals of power steering systems.

07.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS**--The student will be able to:

07.01 Select appropriate brake fluid and install to proper level.
07.02 Describe the functions and principles of automotive brake systems.
07.03 Describe the theory and operation of drum brakes.
07.04 Describe the theory and operation of disc brakes (front and rear).
07.05 Describe the theory and operation of vacuum, hydraulic and electronic assist power brake units.
07.06 Remove, refinish and replace brake drums and replace brake shoes.
07.07 Test pedal free travel with and without engine running; check power assist operation.
07.08 Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.

08.0 **DEMONSTRATE PROFICIENCY IN HEATING, AIR CONDITIONING AND ENGINE COOLING SYSTEMS**--The student will be able to:

08.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in air conditioning and engine cooling systems.
08.02 Inspect, service and replace drive belts.

09.0 **DEMONSTRATE PROFICIENCY IN ENGINE PERFORMANCE SERVICE**--The student will be able to:

09.01 Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels and calibration decals).
09.02 Apply proper safety procedures when performing engine performance service.
09.03 Service air cleaners (ASE).
09.04 Service evaporative control system (ASE).
09.05 Service thermostatic air cleaner.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting I COURSE NUMBER: 8709220

10.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

10.01 Apply shop safety rules, EPA and OSHA standards.
10.02 Identify and practice safety procedures required when using various automotive chemicals, gaskets and sealers.
10.03 Identify and practice using appropriate gasoline safety rules.
10.04 Identify and practice using appropriate safety procedures for using compressed air and parts washers.
10.05 Identify and describe typical automotive lubricants and lubricant properties.

11.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

11.01 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
11.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
11.03 Read and follow written and oral instructions.
11.04 Answer and ask questions coherently and concisely.
11.05 Read critically by recognizing assumptions and implications and by evaluating ideas.
11.06 Demonstrate appropriate telephone/communication skills.

12.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

12.01 Inspect, test, head and tail lamp circuits, aim headlights and replace bulbs.
12.02 Inspect, clean, fill or replace battery.
12.03 Perform slow/fast battery charge.
12.04 Perform oil change and lubricate vehicle.
12.05 Check power steering fluid level (ASE).
12.06 Check electrical circuits using jumper wires; determine needed repairs.
12.07 Inspect coolant condition; drain and recover.
12.08 clean engines.
12.09 Remove and replace valve cover gaskets (ASE).
12.10 Service positive crankcase ventilation (PVC) system.
12.11 Inspect and clean battery cables, connectors, clamps, and hold-downs; repair or replace as needed.
12.12 Perform battery state-of-charge test; determine needed service.
12.13 Flush power steering system.

13.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

13.01 Explain and identify acceptable work ethics.
13.02 Explain acceptable dress standards.
13.03 Identify and demonstrate proper customer relations skills.
13.04 Write and process work orders.
13.05 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
13.06 Return cores for rebuilt and exchange items.

14.0 **DEMONSTRATE PROFICIENCY IN APPLYING ELECTRICAL AND ELECTRONIC PROCEDURES IN DIAGNOSING/TROUBLESHOOTING MALFUNCTIONS OF ELECTRICAL/ELECTRONIC COMPONENTS AS RELATED TO BODY/CHASIS**--The student will be able to:

14.01 Measure properties of a circuit using analog volt-ohm meters, digital volt-ohm meters and oscilloscopes.
14.02 Analyze and measure DC circuits using AVON, DOOM, oscilloscope, frequency counter and function generator.
14.03 Describe automotive battery construction, and use appropriate service and test procedures.
14.04 Describe basic generator/alternator theory, operation and use appropriate test procedures.
14.05 Relate electricity to the nature of matter.
14.06 Identify sources of electricity.
14.07 Define voltage, current, resistance, power and energy.
14.08 Read and interpret schematics, electrical color codes and symbols.
14.09 Perform battery capacity (load, high-rate discharge) test; determine needed service.
14.10 Remove, inspect, and replace/reinstall alternator, and adjust drive belt.
14.11 Inspect and test voltage regulator; replace as needed.
14.12 Examine starting systems and perform starter current draw and circuit voltage drop.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting II COURSE NUMBER: 8709230

15.0 **DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY**--The student will be able to:

15.01 Interpret the Florida 'Workers Right To Know Law'.
15.02 Demonstrate an understanding of Material Safety Data Sheets.
15.03 Identify and describe typical automotive seals and gaskets.
15.04 Identify and use the proper procedures required for cutting tubing and single and double flaring.
15.05 Understand and interpret gears and gear ratios.
15.06 Utilize flat rate manuals, service manuals, service bulletins, parts manuals.
15.07 Demonstrate knowledge of the Automotive Service Excellence (ASE) Certification and other applicable certifications.
15.08 Disable supplemental restraint systems (SRS) in accordance with manufacturers' procedures.

16.0 **DEMONSTRATE PROFICIENCY IN APPROPRIATE UNDERSTANDING OF BASIC SCIENCES**--The student will be able to:

16.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
16.02 Draw conclusions or make inferences from data.
16.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
16.04 Understand pressure measurement in terms of P. S. I., inches of mercury and K. P. A.

17.0 **IDENTIFY AND DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND MISCELLANEOUS CONSUMER SERVICES**--The student will be able to:

17.01 Inspect and test fusible links, circuit breakers, and fuses; replace as needed.
17.02 Check electrical circuits with a test light; determine needed repairs.
17.03 Check manual steering gear fluid level (ASE).
17.04 Dismount, inspect, repair, and remount tire on wheel.
17.05 Reinstall wheel; torque lug nuts.
17.06 Inspect and adjust alternator drive belts; replace as needed.
17.07 Perform tire repairs, tire assembly and wheel balancing.
17.08 Rotate tires according to manufacturer's recommendations.
17.09 Inspect, adjust or replace and adjust power steering pump belt.

18.0 **DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS**--The student will be able to.

18.01 Conduct a job search.
18.02 Demonstrate competence in job interview techniques.

18.03 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
18.04 Demonstrate knowledge of how to make job changes appropriately.

19.0 **DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY**--The student will be able to:

19.01 Identify and define payroll deductions (taxes, insurance, social security) and employee benefits.
19.02 Identify principles of time management.
19.03 Identify acceptable customer relations.
19.04 Interpret and verify complaint; determine needed repairs.

20.0 **DEMONSTRATE PROFICIENCY IN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to:

20.01 Define entrepreneurship.
20.02 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Identify and apply communication skills used in automotive careers.

21.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF STEERING, SUSPENSION AND WHEEL SYSTEMS**--The student will be able to:

21.01 Identify components and function of steering and suspension systems.
21.02 Identify tire sizes, construction and application.
21.03 Measure wheel, tire, axle, and hub run-out; determine needed repairs.
21.04 Identify and use appropriate procedures for inspecting, repairing and replacing tires and wheels. (ASE)
21.05 Identify and use appropriate procedures for rotating and balancing wheels and tires. (ASE)
21.06 Identify and use appropriate procedures for diagnosing wheel/tire vibrations, shimmy and tramp; determine needed repairs.
21.07 Diagnose tire pull (lead) problem; determine corrective actions.
21.08 Identify the function of steering and suspension system components.
21.09 Inspect steering system and diagnose problems. (ASE)

22.0 **DEMONSTRATE PROFICIENCY IN HEATING, AIR CONDITIONING AND ENGINE COOLING SYSTEMS**--The student will be able to:

22.01 Describe heating and air conditioning principles.
22.02 Diagnose A/C system problems that cause the pressure protection devices to interrupt system operation; repair as needed.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education COURSE CREDIT: 1

PROGRAM TITLE: Automotive Technology 95-96 PROGRAM NUMBER: 8709200

COURSE TITLE: Automotive Assisting II COURSE NUMBER: 8709240

Occupational Completion Point-DATA CODE B
Automotive Technician Assistant 620.131.014

25.0 **DEMONSTRATE PROFICIENCY IN APPLYING ELECTRICAL AND ELECTRONIC PROCEDURES IN DIAGNOSING/TROUBLESHOOTING MALFUNCTIONS OF ELECTRICAL/ELECTRONIC COMPONENTS AS RELATED TO BODY/CHASSIS**--The student will be able to:

25.01 Solve problems in electronic units using metric prefixes.
25.02 Apply Ohm's Law to series circuits.
25.03 Construct and verify operation of series circuits.
25.04 Analyze and troubleshoot series circuits.
25.05 Describe magnetic properties of circuits and devices.
25.06 Identify properties of an AC signal.
25.07 Identify AC sources.
25.08 Analyze and measure AC signals utilizing AVON, DVOM, Oscilloscope, frequency counter and function generator.
25.09 Describe the characteristics of AC capacitive circuits.
25.10 Describe the characteristics of AC inductive circuits.

26.0 **Demonstrate proficiency in the operation and servicing of steering, suspension and wheel systems**--The student will be able to:

26.01 Identify and use appropriate procedures in repacking wheel bearings and replacing grease seals on non-drive axles/drive axles and spindles. (ASE).
26.02 Identify and describe automotive bearings.
26.03 Remove, inspect, and service or replace front or rear wheel bearings.
26.04 Remove, clean, inspect, repack, and reinstall wheel bearings and replace seals; reinstall hub and adjust wheel bearings.
26.05 Identify and use appropriate procedures for inspecting, testing and replacing shock absorbers and selective ride systems.
26.06 Identify and use appropriate procedures for servicing MacPherson type struts. (ASE)
26.07 Identify use of appropriate steering geometry and suspension geometry to include caster, camber and toe-in and steering axis inclination.
26.08 Identify appropriate procedures for checking alignment (front and rear) and diagnosing problems.
26.09 Identify and use appropriate procedures for measuring, adjusting and/or replacing a torsion bar. (ASE)
26.10 Inspect suspension system and diagnose problems.
26.11 Identify procedures for removal and replacement of power steering pumps. (ASE)
26.12 Identify procedures for removal and replacement of manual/power steering gear assemblies.
26.13 Identify procedures for removal and replacement of spindles and ball joints.

26.14 Identify procedures for removal and replacement of rear suspension parts.
26.15 Describe the principles of ride-height control systems.
26.16 Remove and replace steering dampers and/or steering linkage components. (ASE)
26.17 Identify appropriate procedures for removing and replacing control arms, coil springs and bushings. (ASE)

27.0 **DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS**--The student will be able to:

27.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in automotive brake systems.
27.02 Inspect brake system and diagnose for problems.
27.03 Measure and adjust pedal push-rod length.
27.04 Check master cylinder for internal and external leaks and proper operation; determine needed repairs.
27.05 Inspect and replace brake lines and hoses. (ASE)
27.06 Inspect brake lines and fittings for leaks, dents, kinks, rust, cracks, or wear, tighten loose fittings and supports.
27.07 Mount brake drum on lathe; machine braking surface.
27.08 Remove, clean, and inspect brake shoes, pads, springs, pins, clips, levers, adjusters/self-adjuster, other related brake hardware, and backing support plates; lubricate and reassemble.
27.09 Adjust brake, shoes, and reinstall brake drums or drum/hub assemblies and wheel bearings.
27.10 Remove, rebuild and replace wheel and master cylinders. (ASE)
27.11 Remove, refinish and replace rotors and replace disc pads. (ASE)
27.12 Remove caliper assembly from mountings; clean and inspect for leaks and damage to caliper housing.
27.13 Clean and inspect rotor; measure rotor with a dial indicator and a micrometer.
27.14 Diagnose combination valve malfunctions.
27.15 Repair, adjust or replace parking brake, cables and linkage. (ASE)
27.16 Check operation of parking brake indicator light system.
27.17 Check operation of brake stop light system; adjust and service as needed.
27.18 Describe the function and principles of anti-lock brake systems.

28.07 **DEMONSTRATE PROFICIENCY IN ENGINE REPAIRS**--The student will be able to:

28.01 Inspect engine assembly for fuel, oil, coolant, and other leaks; determine needed repairs.
28.02 Describe valve train operation.
28.03 Inspect valves; resurface or replace.
28.04 Inspect valve seats; resurface or replace.
28.05 Deglaze and clean cylinder walls.
28.06 Identify procedures for removal and replacement of engine assemblies. (ASE)
28.07 Describe proper procedure for engine disassembly and reassembly. (ASE)
28.08 Describe exhaust system components and functions.
28.09 Remove and replace engine mounts.

CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

AUTOMOTIVE TECHNOLOGY
(IN47.060400) (AER0990)

AUTOMOTIVE SERVICE TECHNOLOGY
(IN15.080300) (AER0991)

BASIC AUTOMOTIVE MECHANICS
(IN47.062400) (8709100)

THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

_____

State of Florida
Department of Education
Tallahassee, Florida

Affirmative action/equal opportunity employer

IE 230 FL 87

VOCATIONAL-TECHNICAL COMPETENCY PROFILE

NAME _____ ADDRESS _____

INSTITUTION _____ INSTRUCTOR

OUTCOMES

01 DEMONSTRATE BASIC KNOWLEDGE OF AUTOMOTIVE MECHANICS

01.01 APPLY SHOP SAFETY RULES & PROCEDURES 1 2 3	01.02 USE & MAINTAIN HAND TOOLS 1 2 3	01.03 DEMONSTRATE USE OF PRECISION MEASURING TOOLS 1 2 3	01.04 APPLY ELECTRICAL SAFETY RULES & PROCEDURES 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
01.21 UNDERSTAND THE FUNCTION OF STEERING & SUSPENSION SYSTEM COMPONENTS 1 2 3	01.22 UNDERSTAND MANUAL & POWER STEERING OPERATION 1 2 3	01.23 UNDERSTAND DRUM BRAKE OPERATION 1 2 3	01.24 UNDERSTAND DISC BRAKE OPERATION 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
01.41 DEMONSTRATE AN UNDERSTANDING OF ELECTRICAL & ELECTRONIC WIRE REPAIR PROCEDURES 1 2 3	01.42 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC SEMICONDUCTOR CONCEPTS & COMPONENTS 1 2 3	01.43 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC TRANSISTOR CONCEPTS & COMPONENTS 1 2 3	01.44 DEMONSTRATE AN UNDERSTANDING OF ELECTRONIC MICROPROCESSOR CONCEPTS, FUNCTIONS & COMPONENTS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
01.61 CHECK VEHICLE VISIBILITY 1 2 3	01.62 CHECK & ADJUST SPECIFIED FLUID LEVELS 1 2 3	1 2 3	1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION

02 APPLY ELECTRICAL AND ELECTRONIC SKILLS IN DIAGNOSING/TROUBLE-SHOOTING

02.01 DIAGNOSE ENGINE MALFUNCTIONS 1 2 3	02.02 PERFORM POWER CHECKS WITH TEST LIGHTS 1 2 3	02.03 PERFORM CONTINUITY TESTS 1 2 3	02.04 MEASURE VOLTAGE DROP CURRENT FLOW & RESISTANCE IN A CIRCUIT OR COMPONENT WITH A MULTIMETER 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
02.21 DIAGNOSE REPAIR OR REPLACE CLOCK SYSTEMS 1 2 3	02.22 DIAGNOSE REPAIR OR REPLACE WARNING BUZZER & SEAT BELT INTERLOCK SYSTEM 1 2 3	02.23 TEST & REPLACE INSTRUMENT PANEL UNITS 1 2 3	02.24 SERVICE WINDSHIELD WIPER & WASHER SYSTEMS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION

03 DEMONSTRATE PROFICIENCY IN SERVICING STEERING, SUSPENSION, & WHEEL SYSTEMS

03.01 DIAGNOSE ABNORMAL TIRE WEAR PROBLEMS 1 2 3	03.02 DIAGNOSE SUSPENSION PROBLEMS 1 2 3	03.03 DIAGNOSE WHEEL & TIRE VIBRATIONS, SHIMMY & TRAMP 1 2 3	03.04 DIAGNOSE STEERING PROBLEMS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
03.21 REMOVE & REPLACE SHOCK ABSORBERS & MOUNTINGS 1 2 3	03.22 REBUILD MACPHERSON-TYPE STRUTS 1 2 3	03.23 MEASURE & ADJUST TORSION BAR HEIGHT 1 2 3	03.24 REMOVE & REPLACE COIL SPRINGS & TORSION BARS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION

04 DEMONSTRATE PROFICIENCY IN SERVICING AUTOMOTIVE BRAKE SYSTEMS

04.01 DIAGNOSE BRAKE SYSTEM PROBLEMS 1 2 3	04.02 DIAGNOSE PRESSURE-DIFFERENTIAL VALVE MALFUNCTIONS 1 2 3	04.03 DIAGNOSE PROPORTIONING VALVE MALFUNCTIONS 1 2 3	04.04 DIAGNOSE METERING VALVE MALFUNCTIONS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
04.21 FLUSH BRAKE SYSTEMS 1 2 3	04.22 SERVICE & REPAIR POWER ASSIST & BRAKE CONTROL SYSTEMS 1 2 3	04.23 SERVICE & REPAIR FRONT & REAR DISC BRAKES 1 2 3	04.24 REPLACE HYDRAULIC BRAKE BOOSTERS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION

05 DEMONSTRATE PROFICIENCY IN COOLING, AIR CONDITIONING, & HEATING SERVICE

05.01 INSPECT, REMOVE & REPLACE FAN BELTS 1 2 3	05.02 CHECK RADIATOR COOLANT LEVEL 1 2 3	05.03 TEST & REPLACE COOLANT 1 2 3	05.04 PRESSURE TEST COOLING SYSTEMS 1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION
05.21 REMOVE & REPLACE BLOWER MOTORS 1 2 3	05.22 REMOVE & REPLACE HEATER CORES, CONTROL UNITS & CABLES 1 2 3	05.23 REMOVE & REPLACE COMPRESSOR SHAFT SEAL 1 2 3	1 2 3
AUTHENTICATION	AUTHENTICATION	AUTHENTICATION	AUTHENTICATION

Competency Certificate

This is to certify that:

Lee

Achieved the performance levels acknowledged
on the reverse side for the program:

Automotive Technologies

These competencies specifically prepare this student for:

DOT Job Title Brake Repairer Assistant

DOT# _____

This _____ Day of _____, 1995

_____ Instructor

_____ Administrator

Brake Repairer Assistant

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate safe working practices.
		Demonstrate proper equipment operation skills.
		Demonstrate proficiency in routine maintenance.
		Demonstrate proficiency in consumer services.
		Demonstrate proficiency in the operation and servicing of automotive brake systems.

2	1	
		Demonstrate proficiency in diagnosing/troubleshooting.
		Demonstrate acceptable employee behavior.
		Demonstrate appropriate communication skills.
		Demonstrate appropriate math skills.
		Demonstrate employability skills.

PART III

APPLICATION OF MOCPs IN ENVIRONMENTAL HORTICULTURE SCIENCE AND SERVICES CLUSTER

Part III provides two examples of ESE students enrolled in Agriculture and Natural Resources/Environmental Horticulture Science and Services Cluster. One student (Sam) is pursuing a pre-established occupational completion point and one student (Drew) is using the MOCPs process to work toward a modified occupational completion point. To illustrate the MOCPs planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the Transition IEP directly related to the vocational program have been completed. These are *not* intended to be complete Transition IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to Transition IEPs, all of which are continually updated. As you read Part III, keep in mind the overall planning and documentation that would be in place for each student.

To illustrate occupational completion points and the application of the modified occupational completion points process within one cluster, the curriculum frameworks for the secondary courses within the Environmental Horticulture Science and Services cluster are provided (see page 57). Job descriptions for a Horticulture Worker and a Garden Worker are also included (see page 50).

Two students, Sam and Drew, are individually profiled in this section. Sam is pursuing a pre-established occupational completion point and would be expected to master all of the student performance standards listed for that occupational completion point in the curriculum framework. However, Drew is pursuing a *modified* occupational completion point and would be expected to master those student performance standards from the curriculum framework specifically identified for that particular job and included as part of the Transition IEP. The following materials are included for each student: (1) description of student strengths and interests; (2) Curriculum-Based Vocational Assessment (CBVA) performance profiles; (3) selected sections of Transition IEP addressing instruction and employment; (4) CBVA rating form; and (5) sample vocational certificate.

Job Descriptions

Horticulture Worker

Plants, cultivates, and harvests specialties, such as flowers and shrubs, and performs related duties in environmentally controlled structure, applying knowledge of environmental systems. Ascertains growing schedules and deviations from established procedures from grower or manager. Sows seed and plants cuttings. Determines nutrient and moisture requirements. Identifies germ and pest infestations. Controls irrigation system. Applies herbicides, fungicides, and pesticides. Regulates systems to control environmental conditions. Grafts scions to seedling stock. Pollinates, prunes, transplants, and pinches plants, and culls flowers, branches, fruits, and plants to ensure development of marketable products. Harvests, stores, and packs crop. May maintain and repair control systems. May record information to maintain required records. May maintain and repair structures.

Garden Worker

Cultivates and cares for ornamental plants and installs floral displays in indoor or outdoor settings through performance of any combination of the following duties as directed by supervisory personnel. Conditions and prepares soils and plants seeds, seedlings, or bulbs in greenhouse or outdoor growing area using appropriate gardening handtools and equipment. Fertilizes, waters, weeds, transplants, or thins plants in growing areas. Mixes and applies pesticides. Lays sod or artificial grass and builds framework for outdoor floral displays, or prepares outdoor display beds according to work plan. Transplants plants or places potted plants in beds. Attends display beds. Maintains and repairs gardening handtools, equipment, and structures. May mow lawns, prune trees, and perform other duties to maintain grounds.

Environmental Horticulture Science and Services
Student Example #1
Pre-established Occupational Completion Point

"Sam"

Strengths and Interests

Sam, who has a family background in horticulture with parents in the nursery business, works in the family nursery. Sam is actively involved in the agriculture vocational club (FFA) and has an ongoing supervised agricultural experience project. Sam works independently and completes documentation for the project. Sam is courteous, exhibits good social skills, and dresses neatly and cleanly.

Sam's learning style is auditory and kinesthetic-tactile. Sam's SAGE temperament inventory shows a preference for jobs dealing with people beyond giving instructions. The SAGE interest inventory shows an interest in scientific and selling. Sam was above average in SAGE form and color perception.

The CBVA evaluation as Sam progressed through the Vocational Wheel indicated that Sam's highest interest area was Agriculture (see page 52).

Sam's Transition IEP

Upon review of Sam's pre-vocational experiences in practical arts agriculture education, part-time work experience, work evaluation (SAGE) and cluster/job descriptions, it was determined by the Transition IEP planning team that Sam should be enrolled in the Environmental Horticulture Science and Services Cluster, beginning with the course Agriscience Foundations 1, to work toward the pre-established occupational completion point of Horticulture Worker, with instructional modifications as indicated on the Transition IEP.

An example of selected sections of Sam's Transition IEP, including desired postschool outcome, employment/training annual goal, and short-term objectives, may be found on page 54.

ESE PERFORMANCE PROFILE

Name: Sam
School: _____
School Year: _____

Proficiency	3=Above Average 2=Average 1=Below Average

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
2. Displays tolerance to frustration.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
3. Relates to peers/co-workers.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
4. Relates to teachers/supervisors.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
5. Works independently.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
6. Completes tasks as directed.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
7. Displays appropriate conduct, habits, manners.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
8. Displays appropriate appearance.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
9. Complies with attendance regulations.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
10. Uses care with materials/equipment.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
11. Complies with safety rules.	(3) 2 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1	3 (2) 1
Strengths (Choose from Behaviors 1 through 11)	1, 5, 6, 9					
1. Displays an interest in this vocational career.	(Yes)/No	Yes/(No)	Yes/(No)	Yes/(No)	Yes/(No)	Yes/(No)
Grade (numerical)						
Teacher's Signature/Date						

Additional Comments:

_____

_____

_____

White - ESE Teacher, Canary - Cum Folder, Pink - Vocational Coordinator

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES
CAREER SKILLS FOR ENVIRONMENTAL HORTICULTURE

Name: Sam
School: _____
School Year: _____

ESE Teacher: _____
Approx. Reading Level: 4th grade
Approx. Math Level: 5th grade
Special Needs: _____

Proficiency	3=Above Average 2=Average 1=Below Average

Section A - WORK RELATED BEHAVIORS	Rating		Comments
1. Display initiative.	(3) 2 1		
2. Display tolerance to frustration.	(3) 2 1		
3. Relate to peers/co-workers.	(3) 2 1		
4. Relate to teachers/supervisors.	(3) 2 1		
5. Work independently.	(3) 2 1		
6. Complete tasks as directed.	(3) 2 1		
7. Display appropriate conduct, habits, manners.	(3) 2 1		
8. Display appropriate appearance.	(3) 2 1		
9. Comply with attendance regulations.	(3) 2 1		
10. Use care with materials/equipment.	(3) 2 1		
11. Comply with safety rules.	(3) 2 1		
Section B - CAREER SKILLS	**Rating**	**Student Interest**	**Comments**
12. Define terms related to Environmental Horticulture.	3 (2) 1	(3) 2 1	
13. Demonstrate proper care and handling of Environmental Horticulture equipment.	3 (2) 1		
14. Perform basic Environmental Horticulture operations.	3 (2) 1		
15. Identify careers related to Environmental Horticulture.	3 (2) 1		

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: _____ Date: _____

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade _____

Student Name Sam
Last First MI
Student ID# _____ Date of Birth _____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
			* Cooperative Consultation
RELATED SERVICES			

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Environmental Horticulture - 5

Subject	Hours/week	Subject	Hours/week
Subject	Hours/week	Subject	Hours/week
Subject	Hours/week	Subject	Hours/week

VOCATIONAL EDUCATION _____
PHYSICAL EDUCATION ____ Regular ____ Adaptive ____ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Env. Horticulture - 5

Subject	Hours/week	Subject	Hours/week
Subject	Hours/week	Subject	Hours/week

DIPLOMA DECISION Standard _____ Special _____
_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)
Special seating
More time for testing

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White District Pink Family Yellow Agency1 Blue Agency2

STUDENT NAME Sam STUDENT ID#: _____ DATE _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Desires to work in horticulture field, live independently, volunteer in community, and pursue postsecondary education in horticulture.

Statement of Student's Present Level of Performance

Works independently. SAGE inventory indicates an interest in areas related to horticulture.

ActivityAreas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

Student will demonstrate skills required to be employed as a Horticultural Worker (DOT # 405.684-014)

SHORT-TERM OBJECTIVES

1. See Environmental Horticulture student performance standards (Occupational Completion Point A), attached.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
Vocational Teacher	CBVA each grading period			N ___ Y ___ Date ___

2.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

3.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

4.

Responsible Person/Agency	Evaluation Procedures, Schedule, & Criteria	Start	End	Achieved
				N ___ Y ___ Date ___

Page 2 NCR = White District Pink Family Yellow Agency1 Blue Agency2

STUDENT NAME: Sam STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

Agency Represented	Responsibilities	Agency Representative's Signature
Vocational Education	Instruction with modifications	[illegible]
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

Page 3 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

Student Performance Standards

Occupational Area: AGRICULTURAL AND NATURAL RESOURCES
Effective Date: July, 1995
Program Title: Nursery Operations
Secondary Number: 8121600
Postsecondary Number: A010616

Occupational Completion Point - Data Code A
Horticultural Worker (agri) I - 405.684-014 DOT

01.0 DESCRIBE THE SOCIOECONOMIC ROLE OF THE AGRICULTURAL INDUSTRY--The student will be able to:

01.01 Prepare a report on the history of the agricultural industry.
01.02 Discuss the impact of agricultural products and services on the local, state, national, and global economy.
01.03 Investigate career opportunities in the agricultural industry and identify educational experiences which would prepare one for those careers.
01.04 Discuss the role of the agricultural industry in the interaction of population, food, energy, and the environment.

02.0 APPLY SCIENTIFIC AND TECHNOLOGICAL PRINCIPLES TO THE AGRICULTURAL INDUSTRY--The student will be able to:

02.01 Discuss the importance of scientific classification in agriculture.
02.02 Use the scientific method to solve problems in agriculture.
02.03 Explain the use of genetics in agriculture, including probability applications.
02.04 Analyze the impact of recent technology on the agricultural industry.
02.05 Identify and describe the components of an ecosystem both biotic and abiotic.
02.06 Construct and analyze a diagram of a biological food web and subsequent food chains.
02.07 Describe and diagram the water, carbon, nitrogen, oxygen, sulfur, and phosphorus cycles.
02.08 Evaluate soil profiles, land-capability classes, and soil conservation practices.
02.09 List the components of Florida's fresh water systems (lakes, ground water, aquifer, sink holes, rivers, and swamps) and explain the importance of managing these resources.
02.10 Explain the interaction of one natural resource on another.
02.11 Describe the causes and effects of air, water, and land pollution and identify ways to prevent pollution.
02.12 Explain the flow of energy from the sun through agricultural systems.
02.13 Describe the environmental requirements necessary for a productive natural or man-made aquaculture system.
02.14 Apply principles of waste management to environmental problems common to agricultural systems.

03.0 PRACTICE AGRICULTURAL SAFETY--The student will be able to:

03.01 List the most common causes of agricultural accidents.
03.02 Discuss the importance of following proper safety precautions in the agricultural industry.
03.03 Demonstrate safety procedures in the classroom, laboratory, and workplace.
03.04 Discuss the proper procedures of basic first aid and cardiopulmonary resuscitation (CPR).

04.0 DEMONSTRATE THE USE OF TOOLS, EQUIPMENT AND INSTRUMENTS IN THE AGRICULTURAL INDUSTRY--The student will be able to:

04.01 Choose the proper tools, equipment, and instruments for a specific job.
04.02 Describe the principles of selected mechanical applications (e.g., levers, pulleys, hydraulics, internal combustion).
04.03 Demonstrate the ability to use an equipment manual.
04.04 Demonstrate the use of selected tools, equipment, and instruments.
04.05 Service, maintain, and store tools, equipment, instruments, and supplies.

05.0 DESCRIBE THE PRINCIPLES OF INTEGRATED PEST MANAGEMENT (IPM)--The student will be able to:

05.01 Identify types of pests.
05.02 Identify and select an appropriate control for each type of pest and/or weed.
05.03 Describe symptoms of pesticide poisoning.
05.04 Extract pertinent information from a pesticide label and Material Safety Data Sheet (MSDS).
05.05 Select, mix, and apply a nonrestricted chemical, according to the label (including EPA, MSDS, and Worker Protection Standard).
05.06 Clean and store pesticide application equipment, safety clothing, and safety equipment.
05.07 Identify the proper disposal of containers and residual pesticides.
05.08 Calibrate spray equipment; solve time, distance, area, volume, ratio, proportion, and percentage problems in agriscience.

06.0 DESCRIBE THE PRINCIPLES OF PLANT AND/OR ANIMAL GROWTH AND REPRODUCTION--The student will be able to:

For plant:

06.01 Identify the raw materials and products of photosynthesis and respiration, the plant structures involved, and the environmental conditions necessary for each reaction.
06.02 Describe the functions of roots, stems, leaves, and flowers.
06.03 Propagate plants through sexual and asexual means.
06.04 Identify the nutrients required for plant growth and development.
06.05 Extract pertinent information from a fertilizer label.
06.06 Discuss the short- and long-range impact of fertilizer on people and the environment.

For animal:

06.07 Identify, the nutrients (oxygen, protein, carbohydrates, fats, minerals, and vitamins) required for animal growth and development.
06.08 Identify and describe the anatomical systems of animals including major components (skeletal system, bones; digestive system, stomach and intestines; etc.).
06.09 Describe the process of animal reproduction.

07.0 APPLY BUSINESS SKILLS AND ECONOMIC PRINCIPLES TO THE AGRICULTURAL INDUSTRY--The student will be able to:

07.01 Explain the basic economic principles in the agricultural industry.
07.02 Explain the importance of local, state, and federal regulations and required documentation affecting the agricultural industry.
07.03 Describe the types of agribusiness by organizational structure (i.e. sole proprietorship, partnership, corporation).

07.04 Select and use computer applications.
07.05 Analyze and interpret data.
07.06 Keep and maintain supervised agricultural experience (SAE) records.
07.07 Interpret legal descriptions of land.

08.0 EXPLAIN THE BASIC MARKETING PROCESSES IN THE AGRICULTURAL INDUSTRY--The student will be able to:

08.01 Describe key factors in marketing agricultural products.
08.02 Select agricultural products according to grades and standards.

09.0 DEMONSTRATE HUMAN-RELATIONS, COMMUNICATIONS, AND LEADERSHIP SKILLS--The student will be able to:

09.01 Demonstrate acceptable work habits and attitudes.
09.02 Follow oral and written directions with understanding; ask questions that clarify directions, as needed.
09.03 Communicate effectively in verbal, written, and nonverbal modes; demonstrate effective telephone skills.
09.04 Recognize and demonstrate listening skills and assertive communications skills in the workplace.
09.05 Conduct small, informal, formal, and group meetings.
09.06 Identify the opportunities for leadership development available through an appropriate student and/or professional organization.

10.0 DESCRIBE THE HORTICULTURE INDUSTRY--The student will be able to:

10.01 Describe the importance of horticulture to the American and global economies.
10.02 Identify career opportunities in horticulture and educational requirements and continuing education opportunities for horticulture careers.
10.03 Describe the importance of horticulture to the environment.

11.0 IDENTIFY AND CLASSIFY PLANTS--The student will be able to:

11.01 Identify plants by scientific and common names.
11.02 Classify plants botanically and list environmental preference of plants (e.g., shade, sun, wind, moisture, salt).

12.0 PROPAGATE PLANTS--The student will be able to:

12.01 Identify propagating and growing facilities and structures.
12.02 Prepare propagation media.
12.03 Select and collect propagation materials.
12.04 Demonstrate propagation by sexual and asexual methods.
12.05 Demonstrate environmental controls for propagation materials (e.g., moisture, temperature, light).

13.0 IDENTIFY GROWING MEDIA AND APPLY FERTILIZERS--The student will be able to:

13.01 Identify soil and media materials.
13.02 Identify nutritional needs of plants.
13.03 Identify symptoms of nutritional deficiencies and toxicities of plants.
13.04 Identify types and kinds of fertilizers.
13.05 Identify methods of distributing fertilizers.
13.06 Interpret analysis of fertilizer from information on tag or container.
13.07 Apply fertilizer and soil amendments.

14.0 IRRIGATE PLANTS AND TURF--The student will be able to:

14.01 Identify water needs of plants.
14.02 Irrigate plants at recommended rates.

15.0 CONTROL PESTS--The student will be able to:

15.01 Identify common pests of plants (e.g., diseases, weeds, nematodes).
15.02 Describe life cycles of common pests of plants.
15.03 Classify insects according to feeding habits.
15.04 Describe biological, chemical, and cultural methods of controlling plant pests.

16.0 CONTROL PLANT GROWTH--The student will be able to:

16.01 Identify methods of pruning plants to achieve desired growth and to maintain health.
16.02 Identify appropriate time to prune plants.
16.03 Identify and select pruning tools for the task.

17.0 HARVEST, TRANSPORT, AND INSTALL PLANT MATERIALS--The student will be able to:

17.01 Determine requirements for preserving plant viability.
17.02 Install containerized plant materials.
17.03 Select and prepare plants for transportation and transplanting.

18.0 OPERATE, REPAIR, AND MAINTAIN TOOLS AND EQUIPMENT--The student will be able to:

18.01 Perform equipment preoperational check.
18.02 Identify, maintain, and safely operate hand tools and power tools.

19.0 DEMONSTRATE LEADERSHIP, EMPLOYABILITY, COMMUNICATIONS AND HUMAN RELATIONS SKILLS--The student will be able to:

19.01 Conduct group meetings, using parliamentary procedure and public speaking skills.
19.02 Identify acceptable work habits and personal characteristics.
19.03 Identify acceptable employee hygiene habits.
19.04 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

Occupational Completion Point - Data Code B
Nursery Worker - 79005505 OES

20.0 IDENTIFY AND CLASSIFY PLANTS -- the student will be able to:

20.01 Classify plants as monocots or dicots.
20.02 Classify plants as annuals, biennials, and perennials.
20.03 Identify plants appropriate to a region.
20.04 Classify plants according to growth habit.
20.05 Prepare propagation materials (seeds, cuttings, etc.) for planting.
20.06 Apply growth stimulants to propagation materials.
20.07 Demonstrate sanitation and safety practices when propagating.
20.08 Prepare flats and seedbeds and plant seeds.

21.0 CONTROL PESTS -- the student will be able to:

21.01 Report insect and disease damage.
21.02 Identify chemical spray damage.
21.03 Select proper IPM practices (biological, chemical and physical) for control of insects, diseases, vertebrates and weeds.
21.04 Evaluate the efficacy and phytotoxicity of a chemical prior to

inclusion in a growing program.

22.0 OPERATE, REPAIR, AND MAINTAIN TOOLS AND EQUIPMENT -- the student will be able to:

22.01 Identify, operate, and maintain tractor and power equipment.
22.02 Load, secure, and transport equipment.

23.0 PREPARE GROWING MEDIA -- the student will be able to:

23.01 Sterilize rooting, potting, and growing media.
23.02 Adjust pH and nutritional levels of media.
23.03 Fill and level benches and pots with media.
23.04 Demonstrate sanitation practices when handling and storing plant media materials.

24.0 IRRIGATE PLANTS -- the student will be able to:

24.01 Set up an irrigation system for a propagation area.
24.02 Set up an irrigation system for a growing structure.
24.03 Set up an irrigation system for a retail display.
24.04 Maintain and repair an irrigation system.
24.05 Identify and use various types of irrigation systems (low volume, ebb and flow, drip, mat, recirculating, etc.).

25.0 FERTILIZE PLANT MATERIALS -- the student will be able to:

25.01 Collect soil and leaf tissue samples for analysis.
25.02 Interpret and evaluate the results of soil and leaf tissue analysis and determine corrective actions.
25.03 Demonstrate proper handling and storage of fertilizers, observing safety precautions.
25.04 Evaluate, operate, and maintain fertilizer distribution equipment.
25.05 Develop a fertilization schedule for various plant species.
25.06 Determine rate of fertilizer application.

26.0 MAINTAIN AND ANALYZE RECORDS -- the student will be able to:

26.01 Analyze and maintain production and sales records.
26.02 Determine plant production costs.
26.03 Prepare a budget.
26.04 Prepare and maintain financial records using computer software.
26.05 Maintain current plant inventory.
26.06 Maintain job records, daily log sheets, and inventory.

Occupational Completion Point - Data Code c
Horticultural-Specialty Grower, Field - 405.161-014

27.0 IRRIGATE PLANTS AND TURF -- the student will be able to:

27.01 Identify drainage components for different types of drainage systems.
27.02 Install irrigation systems with control valves and clocks.
27.03 Set up an irrigation system for a growing area.

28.0 PREPARE GROWING MEDIA, PLANTING BEDS, AND SITES -- the student will be able to:

28.01 Identify the difference between evergreen and deciduous plants.
28.01 Mix rooting and growing media according to plant requirements.
28.02 Collect and test a soil sample from field and potting media.
28.03 Prepare planting beds and sites.

29.0 PROPAGATE NURSERY STOCK -- the student will be able to:

29.01 Demonstrate sanitation and safety practices when propagating.
29.02 Identify and utilize commonly used propagation and growing containers.
29.03 Prepare and plant seeds in flats and seedbeds.
29.04 Maintain proper records and labels when propagating plants.
29.05 Propagate plants by the asexual method.
29.06 Evaluate commercial media containers.

30.0 PRUNE AND SHAPE NURSERY STOCK -- the student will be able to:

30.01 Prune plants to achieve desired growth and shape.
30.02 Select and use chemical growth regulators.
30.03 Identify techniques for pruning specialty items (topiary, bonsai).
30.04 Set up an irrigation system for a growing area.

31.0 HARVEST, PROCESS, AND SHIP NURSERY STOCK -- the student will be able to:

31.01 Determine customer needs per landscape plan.
31.02 Grade and harvest field-grown plants (ball, burlap, bare-root, "grow bags").
31.03 Identify mechanical techniques for harvesting field-grown plants (tree spade and mechanical digger).
31.04 Select and assemble container-grown plants using industry accepted grades and standards.
31.05 Prepare for shipment, loading, and transporting harvested plant materials.
31.06 Comply with regulations regarding the inspection and movement of plant materials.
31.07 Demonstrate safety practices when harvesting, processing, and shipping nursery stock.
31.08 Determine proper shipping environment.

32.0 MARKET NURSERY STOCK -- the student will be able to:

32.01 Label and merchandise plants including plant care tags, bar codes, and shipping instructions.
32.02 Maintain clean and attractive merchandising and display areas safely.
32.03 Use various advertising methods to promote sales.
32.04 Take telephone orders.
32.05 Use sales catalog.
32.06 Greet customers and close sales.
32.07 Describe care and use of plants and related products to customers.
32.08 Handle customer complaints and problems.

33.0 OPERATE, REPAIR, AND MAINTAIN NURSERY EQUIPMENT AND FACILITIES -- the student will be able to:

33.01 Determine equipment needs for the job.
33.02 Order parts and supplies.
33.03 Perform simple electrical repairs.
33.04 Build or repair frames, benches, and other greenhouse or nursery facilities.
33.05 Demonstrate safety practices when working with equipment and facilities.

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name Sam
ID#
Exceptionality
Home School
Shared-time School
ESE Dept Chairperson

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) ____
Course Name:
(Occupational Completion Point: A: Horticulture Worker
Course # :
Rater's Name
Rater's Signature

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	(Y) N	Y N	Y N	Y N
2. Practices punctuality	(Y) N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	(Y) N	Y N	Y N	Y N
4. Cooperates as a team member	(Y) N	Y N	Y N	Y N
5. Seeks assistance appropriately	(Y) N	Y N	Y N	Y N
6. Works unsupervised	(Y) N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	(Y) N	Y N	Y N	Y N
8. Uses good judgment	(Y) N	Y N	Y N	Y N
9. Accepts changes	(Y) N	Y N	Y N	Y N
10. Accepts constructive criticism	(Y) N	Y N	Y N	Y N
Displays:				
11. Initiative	(Y) N	Y N	Y N	Y N
12. Integrity	(Y) N	Y N	Y N	Y N
13. Frustration tolerance	(Y) N	Y N	Y N	Y N
14. Good manners and personal habits	(Y) N	Y N	Y N	Y N
15. Appearance required by situation	(Y) N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	(Y) N	Y N	Y N	Y N
17	Y N	Y N	Y N	Y N
18	Y N	Y N	Y N	Y N
19	Y N	Y N	Y N	Y N
20	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	(Y) N	Y N	Y N	Y N
22. Communicates orally	(Y) N	Y N	Y N	Y N
23. Communicates in writing	(Y) N	Y N	Y N	Y N
24. Understands/follows written directions	(Y) N	Y N	Y N	Y N
25. Applies related terminology	(Y) N	Y N	Y N	Y N
26. Applies related measurement	(Y) N	Y N	Y N	Y N
27. Applies related math computation	(Y) N	Y N	Y N	Y N
28. Demonstrates problem solving	(Y) N	Y N	Y N	Y N
29. Demonstrates computer literacy	(Y) N	Y N	Y N	Y N
30. Shows interest in occupational area	(Y) N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Practice agricultural safety	P			
32. Demonstrate use of tools, equipment, instruments	P			
33. Describe principles of plant growth	P			
34. Demonstrate human relations, communications skills	P			
35. Identify and classify plants	P			
36. Propagate plants	P			
37. Identify growing media	P			
38. Apply fertilizers	P			
39. Irrigate plants and turf	P			
40. Control pests	P			
41. Control plant growth	P			
42. Harvest, transport, and install plant materials	P			
43. Operate, repair, and maintain tools and equipment	P			
44.				
45.				
46.				
47.				
48.				
49.				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION
		None

Use back of form to list additional modifications or make general comments

Competency Certificate

This is to certify that:

Sam

Achieved the performance levels acknowledged on the reverse side for the program:

Environmental Horticulture

These competencies specifically prepare this student for:

DOT Job Title Horticultural Worker

DOT# 405.684-014

This _____ Day of _____, 1995

_____ Instructor

_____ Administrator

Horticultural Worker

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate safe working practices.
		Demonstrate proper equipment operation skills.
		Describe principles of plant growth and reproduction.
		Demonstrate proficiency in plant identification, propagation, irrigation, pest control.
		Demonstrate methods of controlling plant growth.

2	1	
		Demonstrate proficiency in harvesting, transporting, and installing plant materials.
		Demonstrate acceptable employee behavior.
		Demonstrate appropriate communication skills.
		Demonstrate appropriate math skills.
		Demonstrate employability skills.

Environmental Horticulture Science and Services
Student Example #2
Modified Occupational Completion Point

"Drew"

Strengths and Interests

Drew has shown an interest in plants and flowers. Drew is an active member of the agriculture vocational club (FFA), with a supervised agriculture experience, a vegetable garden. Drew is shy but polite and courteous. Drew follows one-step directions easily. Drew is neat and orderly.

On the work evaluation, the TABE indicated a third grade reading level and a fifth grade math level. The SAGE indicated that Drew is a visual learner and that instructions should be demonstrated. Drew's SAGE temperament inventory showed a preference for repetitive work. The SAGE interest inventory showed a preference for humanitarian occupations.

The CBVA evaluation as Drew progressed through the Vocational Wheel indicated that Drew's highest interest area was Agriculture (see page 68).

Drew's Transition IEP

Upon review of Drew's pre-vocational experiences in practical arts agriculture education, work evaluation (SAGE), and cluster/job descriptions, it was determined by the Transition IEP planning team that Drew should be enrolled in the Environmental Horticulture Science and Services Cluster, beginning with the course Agriscience Foundations 1, to work toward the modified occupational completion point of Garden Worker, with the curriculum modifications indicated on the Transition IEP.

An example of selected sections of Drew's Transition IEP, including desired postschool outcome, employment/training annual goal, and short-term objectives, may be found on page 70.

ESE PERFORMANCE PROFILE

Name: Drew
School: _____
School Year: _____

Proficiency	3=Above Average 2=Average 1=Below Average

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance to frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Strengths (Choose from Behaviors 1 through 11)	6, 7, 9					
1. Displays an interest in this vocational career.	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Grade (numerical)						
Teacher's Signature/Date						

Additional Comments:

White - ESE Teacher Canary - Cum Folder Pink - Vocational Coordinator

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES
CAREER SKILLS FOR ENVIRONMENTAL HORTICULTURE

Name: Drew
School: _____
School Year: _____

ESE Teacher: _____
Approx. Reading Level: 3rd
Approx. Math Level: 5th
Special Needs: _____

Proficiency	3=Above Average 2=Average 1=Below Average

Section A - WORK RELATED BEHAVIORS	Rating		Comments
1. Display initiative.	3 (2) 1		
2. Display tolerance to frustration.	3 2 (1)		
3. Relate to peers/co-workers.	(3) 2 1		
4. Relate to teachers/supervisors.	(3) 2 1		
5. Work independently.	(3) 2 1		
6. Complete tasks as directed.	(3) 2 1		
7. Display appropriate conduct, habits, manners.	(3) 2 1		
8. Display appropriate appearance.	(3) 2 1		
9. Comply with attendance regulations.	(3) 2 1		
10. Use care with materials/equipment.	(3) 2 1		
11. Comply with safety rules.	(3) 2 1		
Section B - CAREER SKILLS	**Rating**	**Student Interest**	**Comments**
12. Define terms related to Environmental Horticulture.	3 (2) 1	(3) 2 1	
13. Demonstrate proper care and handling of Environmental Horticulture equipment.	3 (2) 1		
14. Perform basic Environmental Horticulture operations.	3 (2) 1		
15. Identify careers related to Environmental Horticulture.	3 (2) 1		

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature _____ Date _____

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade _____

Student Name Drew
Last First MI

Student ID# _____ Date of Birth _____

FEFP COST FACTOR(S): 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
			* Cooperative Consultation

RELATED SERVICES _____

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Subject	Hours/week	Subject	Hours/week
Environmental Horticulture	5		

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Subject	Hours/week	Subject	Hours/week
Env. Horticulture*	5		

VOCATIONAL EDUCATION _____

PHYSICAL EDUCATION: ____ Regular ____ Adaptive ____ Spec Designed

DIPLOMA DECISION: Standard _____ Special _____

_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)

Modified curriculum for modified occupational completion point at Garden Worker (DOT # 406.684-018)
Use demonstrations and verbal one-step directions
Give extra time on tasks

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: Drew STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Drew wants to work in a nursery and live independently.

Statement of Student's Present Level of Performance

Drew's reading is at a 3rd grade level and math is at a 5th grade level. Drew is shy but polite and is interested in plants.

ActivityAreas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

Student will demonstrate mastery of skills needed to be a Garden Worker (DOT # 406.684-018)

SHORT-TERM OBJECTIVES

1. See student performance standards identified on Environmental Horticulture frameworks (attached)

Vocational Education — CBVA each grading period

Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ Date___

2. _____

Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ Date___

3. _____

Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ Date___

4. _____

Responsible Person/Agency | Evaluation Procedures, Schedule,& Criteria | Start | End | Achieved N ___ Y ___ Date___

Page 2 NCR = White District Pink Family Yellow Agency1 Blue Agency2

STUDENT NAME: Drew STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

Agency Represented	Responsibilities	Agency Representative's Signature
Vocational Education	Instruction with modifications	[signature]
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

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Student Performance Standards

Occupational Area: AGRICULTURAL AND NATURAL RESOURCES
Effective Date: July, 1995
Program Title: Nursery Operations
Secondary Number: 8121600
Postsecondary Number: A010616

Occupational Completion Point - Data Code A
Horticultural Worker (agri) I - 405.684-014 DOT

01.0 DESCRIBE THE SOCIOECONOMIC ROLE OF THE AGRICULTURAL INDUSTRY--The student will be able to:

01.01 Prepare a report on the history of the agricultural industry.
01.02 Discuss the impact of agricultural products and services on the local, state, national, and global economy.
01.03 Investigate career opportunities in the agricultural industry and identify educational experiences which would prepare one for those careers.
01.04 Discuss the role of the agricultural industry in the interaction of population, food, energy, and the environment.

02.0 APPLY SCIENTIFIC AND TECHNOLOGICAL PRINCIPLES TO THE AGRICULTURAL INDUSTRY--The student will be able to:

02.01 Discuss the importance of scientific classification in agriculture.
02.02 Use the scientific method to solve problems in agriculture.
02.03 Explain the use of genetics in agriculture, including probability applications.
02.04 Analyze the impact of recent technology on the agricultural industry.
02.05 Identify and describe the components of an ecosystem both biotic and abiotic.
02.06 Construct and analyze a diagram of a biological food web and subsequent food chains.
02.07 Describe and diagram the water, carbon, nitrogen, oxygen, sulfur, and phosphorus cycles.
02.08 Evaluate soil profiles, land-capability classes, and soil conservation practices.
02.09 List the components of Florida's fresh water systems (lakes, ground water, aquifer, sink holes, rivers, and swamps) and explain the importance of managing these resources.
02.10 Explain the interaction of one natural resource on another.
02.11 Describe the causes and effects of air, water, and land pollution and identify ways to prevent pollution.
02.12 Explain the flow of energy from the sun through agricultural systems.
02.13 Describe the environmental requirements necessary for a productive natural or man-made aquaculture system.
02.14 Apply principles of waste management to environmental problems common to agricultural systems.

03.0 PRACTICE AGRICULTURAL SAFETY--The student will be able to:

03.01 List the most common causes of agricultural accidents.
03.02 Discuss the importance of following proper safety precautions in the agricultural industry.
03.03 Demonstrate safety procedures in the classroom, laboratory, and workplace.
03.04 Discuss the proper procedures of basic first aid and cardiopulmonary resuscitation (CPR).

04.0 DEMONSTRATE THE USE OF TOOLS, EQUIPMENT AND INSTRUMENTS IN THE AGRICULTURAL INDUSTRY--The student will be able to:

04.01 Choose the proper tools, equipment, and instruments for a specific job.
04.02 Describe the principles of selected mechanical applications (e.g., levers, pulleys, hydraulics, internal combustion).
04.03 Demonstrate the ability to use an equipment manual.
04.04 Demonstrate the use of selected tools, equipment, and instruments.
04.05 Service, maintain, and store tools, equipment, instruments, and supplies.

05.0 DESCRIBE THE PRINCIPLES OF INTEGRATED PEST MANAGEMENT (IPM)--The student will be able to:

05.01 Identify types of pests.
05.02 Identify and select an appropriate control for each type of pest and/or weed.
05.03 Describe symptoms of pesticide poisoning.
05.04 Extract pertinent information from a pesticide label and Material Safety Data Sheet (MSDS).
05.05 Select, mix, and apply a nonrestricted chemical, according to the label (including EPA, MSDS, and Worker Protection Standard).
05.06 Clean and store pesticide application equipment, safety clothing, and safety equipment.
05.07 Identify the proper disposal of containers and residual pesticides.
05.08 Calibrate spray equipment; solve time, distance, area, volume, ratio, proportion, and percentage problems in agriscience.

06.0 DESCRIBE THE PRINCIPLES OF PLANT AND/OR ANIMAL GROWTH AND REPRODUCTION--The student will be able to:

For plant:

06.01 Identify the raw materials and products of photosynthesis and respiration, the plant structures involved, and the environmental conditions necessary for each reaction.
06.02 Describe the functions of roots, stems, leaves, and flowers.
06.03 Propagate plants through sexual and asexual means.
06.04 Identify the nutrients required for plant growth and development.
06.05 Extract pertinent information from a fertilizer label.
06.06 Discuss the short- and long-range impact of fertilizer on people and the environment.

For animal:

06.07 Identify, the nutrients (oxygen, protein, carbohydrates, fats, minerals, and vitamins) required for animal growth and development.
06.08 Identify and describe the anatomical systems of animals including major components (skeletal system, bones; digestive system, stomach and intestines; etc.).
06.09 Describe the process of animal reproduction.

07.0 APPLY BUSINESS SKILLS AND ECONOMIC PRINCIPLES TO THE AGRICULTURAL INDUSTRY--The student will be able to:

07.01 Explain the basic economic principles in the agricultural industry.
07.02 Explain the importance of local, state, and federal regulations and required documentation affecting the agricultural industry.
07.03 Describe the types of agribusiness by organizational structure (i.e. sole proprietorship, partnership, corporation).

07.04 Select and use computer applications.
07.05 Analyze and interpret data.
07.06 Keep and maintain supervised agricultural experience (SAE) records.
07.07 Interpret legal descriptions of land.

08.0 EXPLAIN THE BASIC MARKETING PROCESSES IN THE AGRICULTURAL INDUSTRY--The student will be able to:

08.01 Describe key factors in marketing agricultural products.
08.02 Select agricultural products according to grades and standards.

09.0 DEMONSTRATE HUMAN-RELATIONS, COMMUNICATIONS, AND LEADERSHIP SKILLS--The student will be able to:

09.01 Demonstrate acceptable work habits and attitudes.
09.02 Follow oral and written directions with understanding; ask questions that clarify directions, as needed.
09.03 Communicate effectively in verbal, written, and nonverbal modes; demonstrate effective telephone skills.
09.04 Recognize and demonstrate listening skills and assertive communications skills in the workplace.
09.05 Conduct small, informal, formal, and group meetings.
09.06 Identify the opportunities for leadership development available through an appropriate student and/or professional organization.

10.0 DESCRIBE THE HORTICULTURE INDUSTRY--The student will be able to:

10.01 Describe the importance of horticulture to the American and global economies.
10.02 Identify career opportunities in horticulture and educational requirements and continuing education opportunities for horticulture careers.
10.03 Describe the importance of horticulture to the environment.

11.0 IDENTIFY AND CLASSIFY PLANTS--The student will be able to:

11.01 Identify plants by scientific and common names.
11.02 Classify plants botanically and list environmental preference of plants (e.g., shade, sun, wind, moisture, salt).

12.0 PROPAGATE PLANTS--The student will be able to:

12.01 Identify propagating and growing facilities and structures.
12.02 Prepare propagation media.
12.03 Select and collect propagation materials.
12.04 Demonstrate propagation by sexual and asexual methods.
12.05 Demonstrate environmental controls for propagation materials (e.g., moisture, temperature, light).

13.0 IDENTIFY GROWING MEDIA AND APPLY FERTILIZERS--The student will be able to:

13.01 Identify soil and media materials.
13.02 Identify nutritional needs of plants.
13.03 Identify symptoms of nutritional deficiencies and toxicities of plants.
13.04 Identify types and kinds of fertilizers.
13.05 Identify methods of distributing fertilizers.
13.06 Interpret analysis of fertilizer from information on tag or container.
13.07 Apply fertilizer and soil amendments.

14.0 IRRIGATE PLANTS AND TURF--The student will be able to:

14.01 Identify water needs of plants.
14.02 Irrigate plants at recommended rates.

15.0 CONTROL PESTS--The student will be able to:

15.01 Identify common pests of plants (e.g., diseases, weeds, nematodes).
15.02 Describe life cycles of common pests of plants.
15.03 Classify insects according to feeding habits.
15.04 Describe biological, chemical, and cultural methods of controlling plant pests.

16.0 CONTROL PLANT GROWTH--The student will be able to:

16.01 Identify methods of pruning plants to achieve desired growth and to maintain health.
16.02 Identify appropriate time to prune plants.
16.03 Identify and select pruning tools for the task.

17.0 HARVEST, TRANSPORT, AND INSTALL PLANT MATERIALS--The student will be able to:

17.01 Determine requirements for preserving plant viability.
17.02 Install containerized plant materials.
17.03 Select and prepare plants for transportation and transplanting.

18.0 OPERATE, REPAIR, AND MAINTAIN TOOLS AND EQUIPMENT--The student will be able to:

18.01 Perform equipment preoperational check.
18.02 Identify, maintain, and safely operate hand tools and power tools.

19.0 DEMONSTRATE LEADERSHIP, EMPLOYABILITY, COMMUNICATIONS AND HUMAN RELATIONS SKILLS--The student will be able to:

19.01 Conduct group meetings, using parliamentary procedure and public speaking skills.
19.02 Identify acceptable work habits and personal characteristics.
19.03 Identify acceptable employee hygiene habits.
19.04 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

Occupational Completion Point - Data Code B
Nursery Worker - 79005505 OES

20.0 IDENTIFY AND CLASSIFY PLANTS -- the student will be able to:

20.01 Classify plants as monocots or dicots.
20.02 Classify plants as annuals, biennials, and perennials.
20.03 Identify plants appropriate to a region.
20.04 Classify plants according to growth habit.
20.05 Prepare propagation materials (seeds, cuttings, etc.) for planting.
20.06 Apply growth stimulants to propagation materials.
20.07 Demonstrate sanitation and safety practices when propagating.
20.08 Prepare flats and seedbeds and plant seeds.

21.0 CONTROL PESTS -- the student will be able to:

21.01 Report insect and disease damage.
21.02 Identify chemical spray damage.
21.03 Select proper IPM practices (biological, chemical and physical) for control of insects, diseases, vertebrates and weeds.
21.04 Evaluate the efficacy and phytotoxicity of a chemical prior to

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name: Drew
ID#:
Exceptionality:
Home School:
Shared-time School:
ESE Dept. Chairperson:

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s): _____ Grade(s): _____
Course Name: Agriscience Foundations 1
(Modified Occupational Completion Point: Garden Worker
Course # : 8106810
Rater's Name:
Rater's Signature:

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. Demonstrates stamina	Y N	Y N	Y N	Y N
18.	Y N	Y N	Y N	Y N
19.	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Practice agricultural safety	P			
32. Demonstrate use of tools, equipment, instruments	M			
33. Describe principles of plant growth	M			
34. Demonstrate human relations, communications skills	M			
35. Identify and classify plants	M			
36. Propagate plants	P			
37. Identify growing media	P			
38. Apply fertilizers	P			
39. Irrigate plants and turf	P			
40. Control pests	M			
41. Control plant growth	M			
42. Harvest, transport, and install plant materials	P			
43. Operate, repair, and maintain tools and equipment	M			
44.				
45.				
46.				
47.				
48.				
49.				

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION
	32-35, 40,41,43	Use oral one-step directions and allow more time per task.

Use back of form to list additional modifications or make general comments.

Competency Certificate

This is to certify that:

Drew

Achieved the performance levels acknowledged on the reverse side for the program:

Environmental Horticulture

These competencies specifically prepare this student for:

DOT Job Title Garden Worker

DOT# 406.684-018

This _____ Day of _____, 1995

_____ Instructor

_____ Administrator

Garden Worker

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate safe working practices.
		Demonstrate proper equipment operation skills.
		Describe principles of plant growth.
		Demonstrate proficiency in plant identification, propagation, irrigation, pest control.
		Demonstrate methods of controlling plant growth.

2	1	
		Demonstrate proficiency in harvesting, transporting, and installing plant materials.
		Demonstrate acceptable employee behavior.
		Demonstrate appropriate communication skills.
		Demonstrate appropriate math skills.
		Demonstrate employability skills.

PART IV

APPLICATION OF MOCPs IN A DATA ENTRY VOCATIONAL PROGRAM

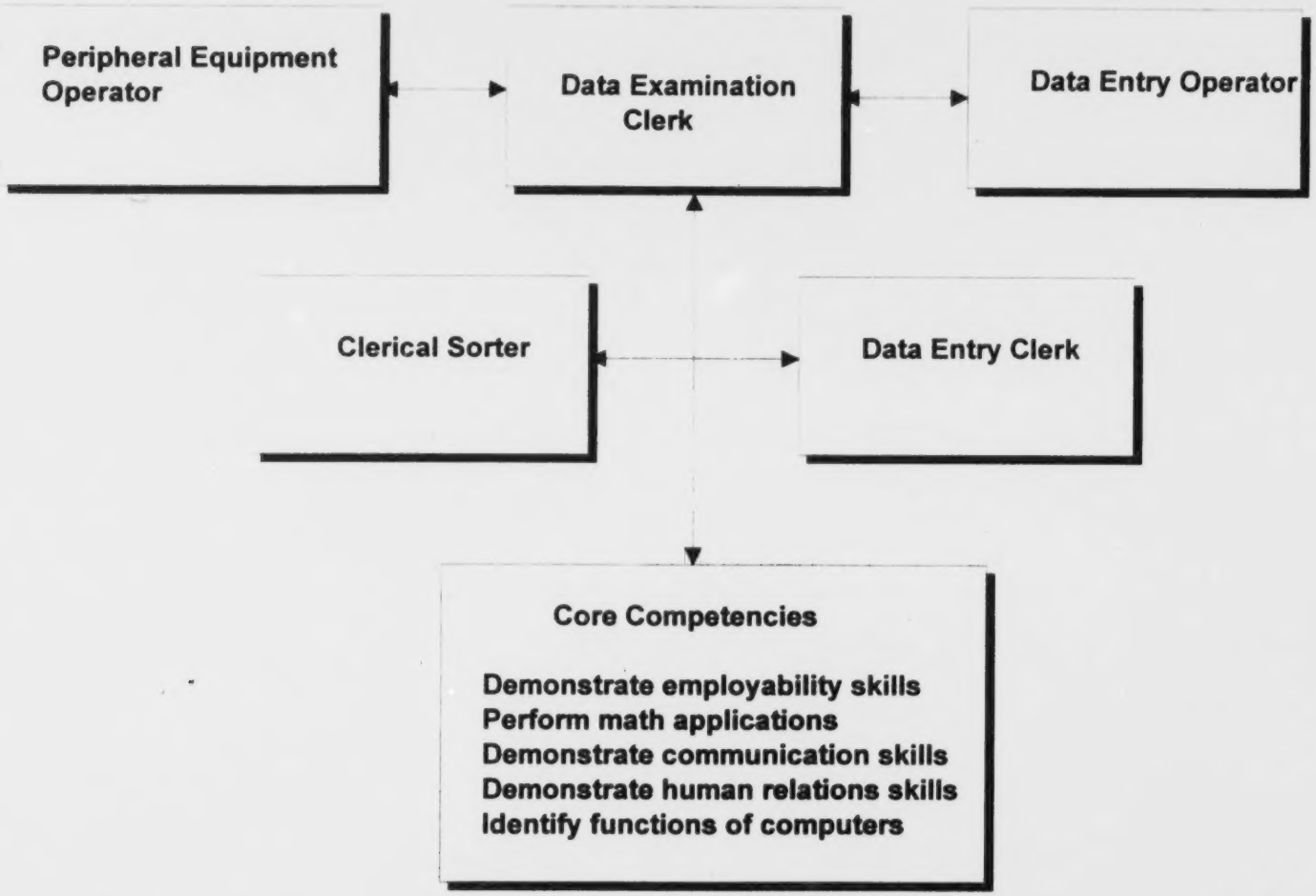
Part IV provides examples of the application of MOCPs to students enrolled in a Data Entry program. To illustrate the MOCPs planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the Transition IEP directly related to the vocational program have been completed. These are *not* intended to be complete Transition IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to Transition IEPs, all of which are continually updated. As you read Part IV, keep in mind the overall planning and documentation that would be in place for each student.

To illustrate modified occupational completion points and levels within one vocational program, a jobs chart with sample entry level occupational completion points for the Data Entry program is included (see page 82). A job description for Data-Examination Clerk is also included (see page 83).

One student, TJ, is individually profiled in this section. The following materials are included: (1) description of student strengths and interests; (2) Curriculum-Based Vocational Assessment (CBVA) Performance Profiles; (3) selected sections of Transition IEP addressing instruction and employment; (4) CBVA rating form; and (5) sample vocational certificate.

DATA ENTRY JOBS CHART



Job Description

Data-Examination Clerk (Clerical)

Reviews computer input and output documents to ensure accuracy, completeness, and adherence to establishment standards. Reviews documents, such as surveys, to ensure completeness and appropriateness prior to data entry. Reads notes and instructions written on source documents and compares information with printouts to detect errors and ensure completeness and conformity with establishment policies and procedures. Notifies supervisor when errors are detected or refers work to other workers for correction. Compares corrected input or output data with source documents, worksheets, and data displayed on screen of computer terminal to verify corrections. May review only computer input or output. May operate machines to separate and remove carbon paper from computer-generated forms. May retype mutilated forms, using typewriter. May sort printouts for distribution.

Data Entry
Student Example

"TJ"

Strengths and Interests

TJ shows excitement and draws fellow students' attention when doing assignments, and TJ's verbal excitement gets attention. TJ works well with hands-on training and is excellent at collating, stapling, and organizing printed material. TJ is always early to class and assignments are ready when due. TJ's appearance is neat and clean. TJ works well independently and is thorough when completing projects. However, TJ is easily distracted in groups and retention span is short.

TJ works on a part-time basis as a receptionist/switchboard operator. TJ is courteous and pleasant to visitors and follows good telephone manners when answering the phone. TJ uses time wisely to collate and organize projects done by others. At times, TJ is distracted by others, but is easily set back on track when reminded to do so.

The CBVA evaluation as TJ progressed through the Vocational Wheel indicated that TJ's highest interest area was Business Education/Computers (see page 85). In 7th grade, TJ took the "Jobs for the 90's Interest Inventory." TJ's high interest area, according to this test, was Business Occupations. In 8th grade, TJ took the "USES Interest Inventory." TJ's top three career cluster areas were business detail, humanitarian, and social/business.

TJ's Transition IEP

Upon review of TJ's pre-vocational experiences in practical arts business applications, part-time work experience, and jobs charts/job descriptions, it was determined by the Transition IEP planning team that TJ should be enrolled in the Data Entry program with modifications as indicated on the Transition IEP.

An example of selected sections of TJ's Transition IEP, including desired postschool outcome, employment/training annual goal, and short-term objectives, may be found on page 87.

ESE PERFORMANCE PROFILE

Name: TJ
School:
School Year:

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher:
Approx. Reading Level:
Approx. Math Level:
Special Needs:

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
2. Displays tolerance to frustration.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
3. Relates to peers/co-workers.	3 2 (1)	(3) 2 1	3 2 1	3 (2) 1	3 (2) 1	3 2 1
4. Relates to teachers/supervisors.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
5. Works independently.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
6. Completes tasks as directed.	3 (2) 1	(3) 2 1	3 2 1	3 (2) 1	3 (2) 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 (2) 1	(3) 2 1	3 2 1	3 (2) 1	(3) 2 1	3 2 1
8. Displays appropriate appearance.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
9. Complies with attendance regulations.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
10. Uses care with materials/equipment.	3 (2) 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
11. Complies with safety rules.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
Strengths (Choose from Behaviors 1 through 11)	11	5		5	7	
1. Displays an interest in this vocational career.	Yes/(No)	(Yes)/No	Yes/No	(Yes)/No	Yes/(No)	Yes/No
Grade (numerical)						
Teacher's Signature/Date	[illegible]	JB		SJ	JR	

Additional Comments

White - ESE Teacher
Canary - Cum Folder
Pink - Vocational Coordinator

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name: TJ
School:
School Year:

CAREER SKILLS FOR COMPUTERS

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher:
Approx. Reading Level:
Approx. Math Level:
Special Needs:

Section A - WORK RELATED BEHAVIORS	Rating		Comments	Comments
1. Display initiative.	(3) 2 1		Excellent student.	
2. Display tolerance to frustration.	(3) 2 1			
3. Relate to peers/co-workers.	(3) 2 1			
4. Relate to teachers/supervisors.	(3) 2 1			
5. Work independently.	(3) 2 1			
6. Complete tasks as directed.	(3) 2 1			
7. Display appropriate conduct, habits, manners.	(3) 2 1			
8. Display appropriate appearance.	(3) 2 1			
9. Comply with attendance regulations.	(3) 2 1			
10. Use care with materials/equipment.	(3) 2 1			
11. Comply with safety rules.	(3) 2 1			
Section B - CAREER SKILLS	**Rating**	**Student Interest**	**Comments**	
12. Define terms related to computer parts and usage.	3 (2) 1	(3) 2 1		
13. Demonstrate proper care and handling of computer equipment.	(3) 2 1	(3) 2 1		
14. List ways computers are used in vocational areas.	3 (2) 1	(3) 2 1		
15. Perform basic computer operations.	(3) 2 1	(3) 2 1		
16. Perform touch typing on home row keys.	3 (2) 1	(3) 2 1		
17. Demonstrate computer applications:			Has a basic grasp of computer app.	
a. Desktop Publishing	3 (2) 1	3 (2) 1		
b. Word Processing	(3) 2 1	(3) 2 1		
c. Databases	3 (2) 1	3 (2) 1		
d. Spreadsheets	3 (2) 1	3 (2) 1		
18. Identify careers related to computers.	3 (2) 1	(3) 2 1	Student would like to work in this field.	

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: [signature]

Date:

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade: _____

Student Name TJ
Last First MI
Student ID# _____ Date of Birth: _____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
			* Consultation
RELATED SERVICES			

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Subject	Hours/week	Subject	Hours/week
Business Ed.	5		

VOCATIONAL EDUCATION: _____
PHYSICAL EDUCATION: ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Subject	Hours/week	Subject	Hours/week
Business Ed.	5*		

DIPLOMA DECISION: Standard _____ Special _____
_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)
Modification to curriculum framework
Additional time for tests
Special seating

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: TJ STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

TJ desires to work in a business-related field, live independently, volunteer in the community, and pursue postsecondary vocational education in the business area.

Statement of Student's Present Level of Performance

TJ works well independently and is on time with assignments. TJ expressed interest in business education/computers. TJ will need assistance with reading assignments.

ActivityAreas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

The student will demonstrate mastery of skills required to be employed as a Data Examination Clerk.

SHORT-TERM OBJECTIVES

1. See student performance standards identified on Data Entry Operations framework (attached)

Vocational Education — Curriculum-Based Vocational Assessment (CBVA) every 6 weeks

Responsible Person/Agency | Evaluation Procedures, Schedule, & Criteria | Start | End | Achieved N ___ Y ___ Date ___

2.

Responsible Person/Agency | Evaluation Procedures, Schedule, & Criteria | Start | End | Achieved N ___ Y ___ Date ___

3.

Responsible Person/Agency | Evaluation Procedures, Schedule, & Criteria | Start | End | Achieved N ___ Y ___ Date ___

4.

Responsible Person/Agency | Evaluation Procedures, Schedule, & Criteria | Start | End | Achieved N ___ Y ___ Date ___

STUDENT NAME: TJ STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below. If the indication is that no services are needed, the team must indicate the basis on which this decision was made.)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities.

Agency Represented	Responsibilities	Agency Representative's Signature
Vocational Education	Instruction with modifications	[signature]
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

TJ

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1995

PROGRAM AREA: Business — SECONDARY NUMBER: 8206200

PROGRAM TITLE: Data Entry — POSTSECONDARY NUMBER: B070303

02.0 PERFORM MATHEMATICAL APPLICATIONS--The student will be able to:

02.01 Apply addition, subtraction, multiplication, and division skills to the solution of document processing problems.

Year 1 02.03 Apply addition, subtraction, multiplication, and division skills to the solution of business-related problems using a calculator/computer.

02.04 Compute, analyze, and prepare payroll data to include the calculation of gross pay (hourly and commissions), FICA and federal income tax to determine net pay.

02.05 Use estimation and approximation skills to compare, contrast and analyze a variety of business-related costs.

02.06 Compute and analyze finance charges and annual percentage rate problems.

02.12 Interpret line graphs, circle graphs, bar graphs and tables.

02.16 Apply algebraic concepts to develop and interpret spreadsheets.

02.17 Select an appropriate format and construct tables and graphs using computer software.

1 03.0 PERFORM KEYBOARDING ACTIVITIES--The student will be able to:

03.01 Demonstrate correct touch keyboarding techniques including the ten-key pad.

03.03 Key and apply formatting principles.

03.04 Demonstrate keyboarding speed and accuracy.

03.05 Key business letters and envelopes.

03.06 Key interoffice memoranda.

03.07 Key tabulated information.

03.08 Key a memorandum to multiple recipients.

03.09 Key business letters with enumerated items.

03.10 Key material from handwritten copy.

03.11 Key labels.

03.12 Key a two-page letter.

03.13 Demonstrate proofreading skills using proofreaders' marks.

1 07.0 PERFORM COMMUNICATION ACTIVITIES--The student will be able to:

07.01 Locate, interpret and apply oral/written communications.

07.02 Proofread and edit documents for spelling, punctuation, capitalization, word division, accuracy of content, and clarity of expression.

07.03 Follow oral and written instructions.

07.04 Compose a brief autobiographical sketch to include career plans.

07.05 Compose and key business correspondence and related documents.

07.06 Participate in group discussion activities.

07.08 Compose and key a letter of application and resume.

07.09 Read, interpret and apply information found in computer documentation (e.g., computer manuals).

09.0 PERFORM JOB APPLICATION ACTIVITIES--The student will be able to:

09.01 Complete employment forms.

09.02 Classify behaviors considered to be appropriate or inappropriate in a job interview situation.

09.03 Compose and key a letter of application and a resume.
09.08 Demonstrate job interview techniques.
09.09 Compose and key a letter requesting a reference, follow-up letter and a letter of resignation.

52.0 EXHIBIT POSITIVE HUMAN RELATIONS AND LEADERSHIP SKILLS--The student will be able to:

52.01 Work cooperatively with others.
52.02 Identify and resolve business ethics.
52.03 Identify appropriate protocol for the work environment; such as, cultural diversity, respect, chain of command, interpersonal skills, proper attire, and professionalism.

2-3 59.0 DEVELOP EMPLOYABILITY SKILLS--The student will be able to:

59.01 Conduct a job search.
59.02 Secure information about a career.
59.03 Identify documents which may be required when applying for a job.
59.05 Identify appropriate job interview behaviors.

2-3 63.0 PERFORM TECHNOLOGY APPLICATIONS--The student will be able to:

63.01 Prepare documents using word processing software.
63.02 Prepare documents using database software.
63.03 Prepare documents using spreadsheet software.
63.04 Operate and troubleshoot peripherals.
63.05 Identify functions of operating systems.
63.06 Demonstrate the use of operation systems.
63.07 Identify ethical issues related to technology.
63.08 Demonstrate an awareness of emerging technology.

64.0 IDENTIFY GLOBAL, LEGAL AND FINANCIAL BUSINESS CONCEPTS--The student will be able to:

64.01 List, describe and compare the characteristics of selected global economic systems.
64.02 Describe the importance of entrepreneurship in selected global economic systems.
64.03 List, describe and compare the characteristics of diverse cultures which impact business activities.
64.04 Identify basic legal issues which affect the workplace.
64.05 Identify basic financial services and prepare selected financial forms.

Note: Skills to be addressed during year 1 will continue to be addressed during years 2 and 3, with more advanced applications.

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____ ID# _____ Exceptionality _____ Home School _____ Shared-time School _____ ESE Dept. Chairperson _____	**Scale** **Y = Yes N = No** ***DO NOT RATE ANY ITEM NOT OBSERVED***	School Year(s) _____ Grade(s) _____ Program Name: Data Entry Operations Program #: 8206200 MEPs: Data Examination Clerk Rater's Name _____ Rater's Signature _____	**Scale** **P = Proficient** **M = Pro.w/modification** **N = Not Proficient** ***DO NOT RATE ANY ITEM NOT OBSERVED***

WORK RELATED BEHAVIORS: **Dates:**					**SPECIFIC SKILL OUTCOMES:** **Dates:**				
1. Complies with attendance	Y N	Y N	Y N	Y N	31. Applies mathematical skills and concepts in solving problems related to the design, format and tabulation of business documents.	___	___	___	___
2. Practices punctuality	Y N	Y N	Y N	Y N	32. Computes discount.	___	___	___	___
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N	33. Demonstrates key boarding techniques.	___	___	___	___
4. Cooperates as a team member	Y N	Y N	Y N	Y N	34. Identifies operative parts of key boarding equipment.	___	___	___	___
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N	35. Identifies formatting principles.	___	___	___	___
6. Works unsupervised	Y N	Y N	Y N	Y N	36. Demonstrates speed and accuracy in entering straight-copy material.	___	___	___	___
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N	37. Keys business letters and envelopes.	___	___	___	___
8. Uses good judgment	Y N	Y N	Y N	Y N	38. Keys interoffice memoranda.	___	___	___	___
9. Accepts changes	Y N	Y N	Y N	Y N	39. Keys tabulated information.	___	___	___	___
10. Accepts constructive criticism	Y N	Y N	Y N	Y N	40. Locates, interprets and records information retrieved from written resources.	___	___	___	___
Displays:					41. Proofreads and edits documents for spelling, punctuation, capitalization, word division and accuracy of content.	___	___	___	___
11. Initiative	Y N	Y N	Y N	Y N	42. Follows oral and written instructions.	___	___	___	___
12. Integrity	Y N	Y N	Y N	Y N	43. Reads, interprets and applies information found in computer documentation (e.g., computer manual).	___	___	___	___
13. Frustration tolerance	Y N	Y N	Y N	Y N	44. Identifies traits that promote good human relations and increase job performance.	___	___	___	___
14. Good manners and personal habits	Y N	Y N	Y N	Y N	45. Classifies fields found within an employee payroll record.	___	___	___	___
15. Appearance required by situation	Y N	Y N	Y N	Y N	46. Classifies fields required on a purchase requisition.	___	___	___	___
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N	47. Identifies computer hardware and software.	___	___	___	___
17. _____	Y N	Y N	Y N	Y N	48. Identifies generic data processing terms.	___	___	___	___
18. _____	Y N	Y N	Y N	Y N	49. Identifies the relationship between a source document and a single transaction on a unit of record.	___	___	___	___
19. _____	Y N	Y N	Y N	Y N					
20. _____	Y N	Y N	Y N	Y N					

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: ***List date, item #, and modification for each (M) rating.***

DATE	ITEM#	MODIFICATION

Use space below to list additional modifications or make general comments

Competency Certificate

This is to certify that:

TJ

Achieved the performance levels acknowledged
on the reverse side for the program:

Data Entry Operations

These competencies specifically prepare this student for:

DOT Job Title Data Examination Clerk

DOT# 209.387-022

This _____ Day of _____, 1995

Instructor

Administrator

DATA EXAMINATION CLERK

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Apply mathematical skills and concepts in solving problems related to the design, format, and tabulation of business documents.
		Compute discounts.
		Demonstrate keyboarding techniques.
		Identify operative parts of keyboarding equipment.
		Identify formatting principles.
		Demonstrate speed and accuracy in entering straight-copy material.
		Key business letters and envelopes.
		Key interoffice memoranda.
		Key tabulated information.
		Locate, interpret and record information retrieved from written resources.

2	1	
		Proofread and edit documents for spelling, punctuation, capitalization, word division, and accuracy of content.
		Follow oral and written directions.
		Read, interpret and apply information found in computer documentation.
		Identify traits that promote good human relations and increase job performance.
		Classify fields found within an employee payroll record.
		Classify fields required on a purchase requisition.
		Identify computer hardware and software.
		Identify generic data processing terms.
		Identify the relationship between a source document and a single transaction on a unit of record.
		Sequence and define the steps of a processing cycle.

PART V

APPLICATION OF MOCPs IN A COMMERCIAL FOODS VOCATIONAL PROGRAM

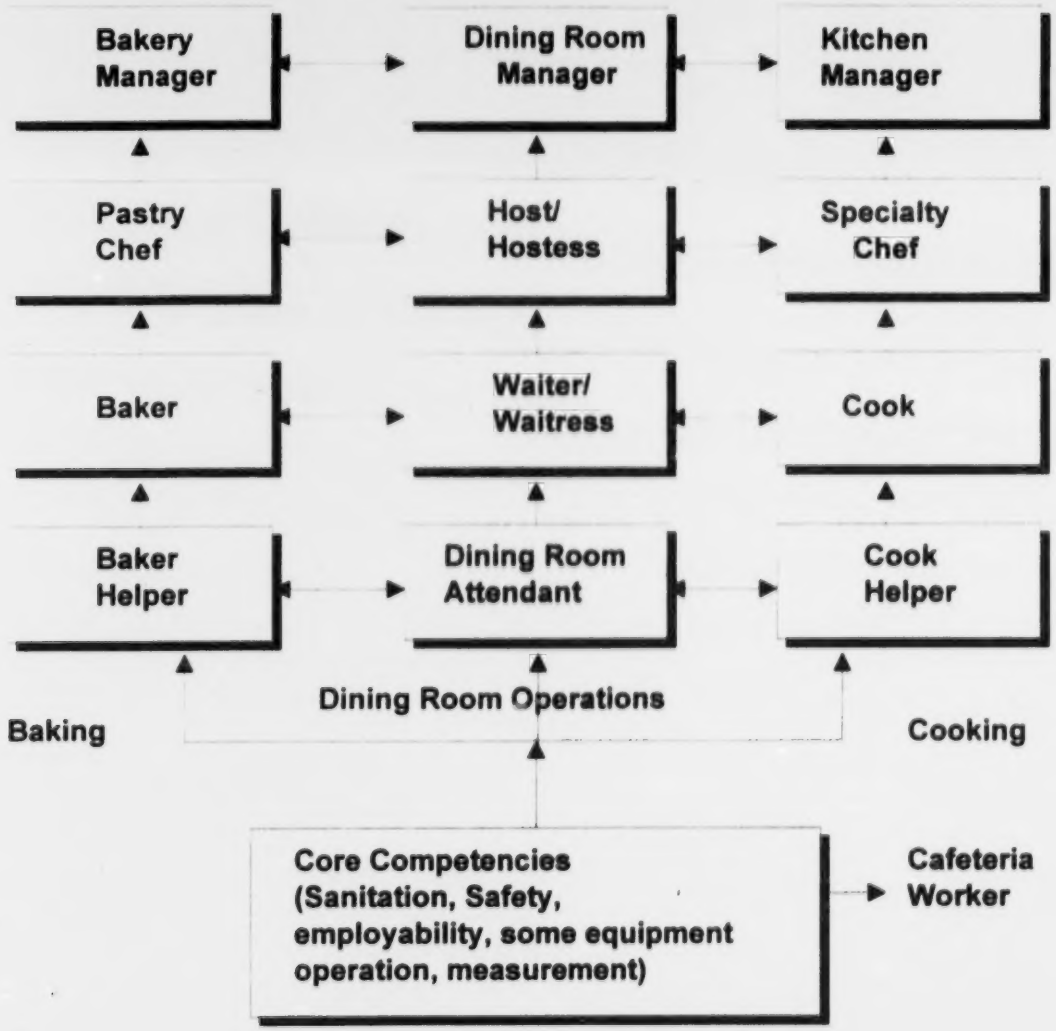
Part V provides examples of the application of MOCPs to students enrolled in a Commercial Foods program. To illustrate the MOCP planning process, a "snapshot" approach is used. Selected sections of representative forms are completed for the sample students. **Only those sections of the Transition IEP directly related to the vocational program have been completed. These are *not* intended to be complete Transition IEPs.**

It is very important to remember that the transition planning process is ongoing and that students should have comprehensive educational plans in place, such as the *Blueprint* planner, in addition to Transition IEPs, all of which are continually updated. As you read Part V, keep in mind the overall planning and documentation that would be in place for each student.

In order to illustrate modified occupational completion points and levels within one vocational program, a jobs chart with sample occupational completion points for the Commercial Foods program is included (see page 98). A job descriptions for Dining Room Attendant is also included (see page 99).

One student, Chris, is profiled in this section. The following materials are included: (1) description of student strengths and interests; (2) sample Curriculum-Based Vocational Assessment (CBVA) Performance Profile; (3) sample CBVA pre-vocational rating form; (4) selected sections of Transition IEP addressing instruction and employment; (5) CBVA rating form; and (6) sample vocational certificate.

COMMERCIAL FOODS JOBS CHART



Job Description

Dining Room Attendant

Performs any combination of the following duties to facilitate food service. Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets tables with silverware and glassware. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room. Supplies service bar with food, such as soups, salads, and desserts. Serves ice water and butter to patrons. Cleans and polishes service bars and equipment. Makes coffee and fills fruit juice dispensers. May run errands and deliver food orders.

Commercial Foods
Student Example

"Chris"

Profile and Interests

When discussing careers in class, Chris expressed an interest in the food service area. On a Reading-Free Interest Inventory, Chris scored high in the personal/food service category. Chris liked the idea of taking orders and serving food and believed that being a waiter/waitress would be "great." Chris's parents and teachers felt that more realistic goals were needed.

Chris's reading and math levels are on the 2nd-3rd grade level. Reading activities lead to frustration and Chris wants little or nothing to do with related activities. Math is the preferred area and ability is shown with applications requiring basic addition, subtraction, and some multiplication.

Chris stutters and is very shy, finding interaction difficult. However, Chris's overall manner is pleasant and polite. Other positive personal attributes are obvious health and personal appearance/grooming skills. Chris takes pride in making work neat and orderly. Structure is preferred. Chris tends to rush through tasks and is never content to relax.

The CBVA evaluation as Chris progressed through the ESE Exploratory Home Economics Occupations course indicated the possibility for success in a lower level service occupation.

Chris's Transition IEP

Upon review of documentation of Chris's interests, preferences, abilities, and jobs charts/descriptions, the Transition IEP Planning Team determined that Chris should be enrolled in the Commercial Foods program with modifications as indicated on the Transition IEP.

An example of selected sections of Chris's Transition IEP, including desired postschool outcome, employment/training annual goal, and short-term objectives may be found on page 103.

ESE PERFORMANCE PROFILE

Name: Chris
School: _____
School Year: _____

Proficiency	3=Above Average 2=Average 1=Below Average

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
2. Displays tolerance to frustration.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
3. Relates to peers/co-workers.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
4. Relates to teachers/supervisors.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
5. Works independently.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
6. Completes tasks as directed.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
7. Displays appropriate conduct, habits, manners.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
8. Displays appropriate appearance.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
9. Complies with attendance regulations.	3 (2) 1	3 (2) 1	3 2 1	(3) 2 1	3 (2) 1	3 2 1
10. Uses care with materials/equipment.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
11. Complies with safety rules.	(3) 2 1	(3) 2 1	3 2 1	(3) 2 1	(3) 2 1	3 2 1
Strengths (Choose from Behaviors 1 through 11)	11	8		7	11	
1. Displays an interest in this vocational career.	Yes/(No)	Yes/(No)	Yes/No	(Yes)/No	Yes/(No)	Yes/No
Grade (numerical)						
Teacher's Signature/Date	[illegible]	[illegible]		[illegible]	[illegible]	

Additional Comments:

White - ESE Teacher Canary - Cum Folder Pink - Vocational Coordinator

Revised 6/9/95

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name: Chris
ID#:
Exceptionality:
Home School:
Shared-time School:
ESE Dept. Chairperson:

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s): _____ Grade(s): _____
Course Name: Ex. Stu. Pre Vocational & ESE Exploratory Edu./Home Economics Occupations
Course #: 788001006, 798001006
Rater's Name:
Rater's Signature:

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	(Y) N	Y N	Y N	Y N
2. Practices punctuality	(Y) N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	(Y) N	Y N	Y N	Y N
4. Cooperates as a team member	(Y) N	Y N	Y N	Y N
5. Seeks assistance appropriately	(Y) N	Y N	Y N	Y N
6. Works unsupervised	Y (N)	Y N	Y N	Y N
7. Completes task accurately & in timely manner	(Y) N	Y N	Y N	Y N
8. Uses good judgment	Y (N)	Y N	Y N	Y N
9. Accepts changes	Y (N)	Y N	Y N	Y N
10. Accepts constructive criticism	(Y) N	Y N	Y N	Y N
Displays:				
11. Initiative	(Y) N	Y N	Y N	Y N
12. Integrity	(Y) N	Y N	Y N	Y N
13. Frustration tolerance	Y (N)	Y N	Y N	Y N
14. Good manners and personal habits	(Y) N	Y N	Y N	Y N
15. Appearance required by situation	(Y) N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	(Y) N	Y N	Y N	Y N
17. Displays physical strength + stamina	(Y) N	Y N	Y N	Y N
18. Paces self	Y (N)	Y N	Y N	Y N
19.	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	(Y) N	Y N	Y N	Y N
22. Communicates orally	(Y) N	Y N	Y N	Y N
23. Communicates in writing	Y (N)	Y N	Y N	Y N
24. Understands/follows written directions	Y (N)	Y N	Y N	Y N
25. Applies related terminology	(Y) N	Y N	Y N	Y N
26. Applies related measurement	(Y) N	Y N	Y N	Y N
27. Applies related math computation NA	Y N	Y N	Y N	Y N
28. Demonstrates problem solving (simple level)	(Y) N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y (N)	Y N	Y N	Y N
30. Shows interest in occupational area	(Y) N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Plans a balanced meal	M			
32. Measures liquid ingredients	M			
33. Measures dry ingredients	M			
34. Operates range, microwave and oven	M			
35. Follows a simple recipe	M			
36. Practices sanitation in food preparation	P			
37. Identifies use of kitchen equipment	P			
38. Names basic food groups and RDA	N			
39. Uses cleaning equipment and supplies	P			
40. Operates a sewing machine	N			
41. Completes a sewing project	N			
42. Demonstrates hand sewing	N			
43. Selects clothing appropriate to occasion	P			
44. Describes proper daily hygiene	P			
45. Describes qualities of good caregivers	P			
46. Describes ways to babyproof a home	P			
47. Describes babysitter responsibilities	P			
48. Plans a fun family activity	P			
49. Describes careers related to areas of Home Ec	P			
50. Shows aptitude for careers related to Home Ec	M			
51.				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION
	31-35	Rewrite instructions at lower level/short steps
	31-35	Provide cues/oral directions

Use back of form to list additional modifications or make general comments.

SAMPLE SECTIONS

VERY GOOD SCHOOL DISTRICT
TRANSITION INDIVIDUAL EDUCATIONAL PLAN
Cover Page

Initial IEP ____/____
Current IEP ____/____
Review ____/____
Re-evaluation ____/____
Grade: _____

Student Name Chris
Last First MI
Student ID#: _____ Date of Birth: _____

FEFP COST FACTOR(S) 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215

EXCEPTIONAL EDUCATION ASSIGNMENTS/ AMOUNT OF SERVICES	INITIATION DATE	ANTICIPATED DURATION	ADDITIONAL INFORMATION
			* Consultation
RELATED SERVICES			

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR VOCATIONAL EDUCATION (indicate total hours/week)

Subject	Hours/week	Subject	Hours/week
Commercial Foods	5		

VOCATIONAL EDUCATION: _____
PHYSICAL EDUCATION: ___ Regular ___ Adaptive ___ Spec Designed

USE OF MAINSTREAM COST FACTOR
(Specify required aids, services, or equipment)

Subject	Hours/week	Subject	Hours/week
Commercial Foods	6*		

DIPLOMA DECISION: Standard _____ Special _____
_____ Promoted _____ Retained _____ Summer School

COURSE MODIFICATIONS (specify)
Modification to curriculum framework.
Instructional test modifications (oral).
Use of demonstrations and verbal instruction.
Increased time.

IEP MEETING PARTICIPANTS	SIGNATURES	DATE	TITLE
LEA Rep			
Parents			
Student			
Teacher(s)			
Agency Rep			
Agency Rep			
Evaluator			
Other(s)			

Page 1 NCR = White: District Pink: Family Yellow: Agency1 Blue: Agency2

STUDENT NAME: Chris STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

Desired Postschool Outcome (Consider the following: postsecondary education, continuing and adult education, vocational training, integrated employment, adult services, independent living and community participation)

Chris wishes to work in a restaurant, live in an apartment, and maintain good family relationships.

Statement of Student's Present Level of Performance

Christ reading and math levels are on the 2nd-3rd grade level. Chris is interested in the food service area. Chris is very shy.

ActivityAreas

Instruction	✓	Post-school Adult Living	___
Community Experiences	___	*Daily Living Skills	___
Employment	✓	*Functional Voc. Assessment	___

Check the appropriate activity area(s) addressed by the Annual Goal and Short-term Objectives below * If appropriate

Annual Goal

Chris will demonstrate mastery of skills needed to be a Dining Room Attendant.

SHORT-TERM OBJECTIVES

1. See student performance standards identified on Commercial Foods curriculum framework (attached).

Vocational Education	Curriculum-Based Vocational Assessment (CBVA) every 6 weeks			Achieved
Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	N ___ Y ___ Date___

2.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved N ___ Y ___ Date___

3.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved N ___ Y ___ Date___

4.

Responsible Person/Agency	Evaluation Procedures, Schedule,& Criteria	Start	End	Achieved N ___ Y ___ Date___

Page 2 NCR = White District Pink:Family Yellow:Agency1 Blue:Agency2

STUDENT NAME: Chris STUDENT ID#: _____ DATE: _____ PAGE ___ of ___

No Services Needed: The team feels that no transition supports, services, or skills are needed at this time in the following activity area(s) (NOTE: Each activity area must be addressed either through an annual goal or a statement in the space provided below If the indication is that no services are needed, the team must indicate the basis on which this decision was made)

Instruction _____

Community Experiences _____

Employment _____

Post-school Adult Living _____

Responsibilities and/or Linkages

A person's signature below indicates willingness to provide or pay for the support(s), service(s), or skill(s) indicated on the previous page(s), as appropriate, in conformance with the person/agency's roles and responsibilities

Vocational Education	Instruction with modifications	[signature]
Agency Represented	Responsibilities	Agency Representative's Signature
Agency Represented	Responsibilities	Agency Representative's Signature
Family Member	Responsibilities	Family Member's Signature
Student	Responsibilities	Student's Signature

Chris

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1995

PROGRAM AREA: Industrial Education SECONDARY NUMBER: 8763000

PROGRAM TITLE: Commercial Foods POSTSECONDARY NUMBER: ___

01.0 DEMONSTRATE ACCEPTABLE PROFESSIONAL AND PERSONAL SANITATION PRACTICES.--
The student will be able to:

Year 1 01.01 Chemical/Cleaning Agents

01.01.01 Identify chemicals/cleaning agents and describe and practice proper usage.
01.01.02 Identify and practice proper storage procedures for chemicals/cleaning agents.
01.01.03 Identify and practice personnel handling precautions for caustics and acids.
01.01.04 Identify dangers of food contamination by chemicals/cleaning agents and identify and practice precautions against food contamination by chemicals/cleaning agents.

1 01.02 Food Borne Illness

01.02.01 Identify food borne illness and possible/probable causes.
01.02.02 Identify and practice preventative measures to preclude the occurrence of food borne illness.

1 01.03 Personal Sanitation

01.03.01 Recognize and practice personal hygiene standards consistent with aesthetic and sanitation requirements of food service operations.

1 01.04 Receiving/Dry Stores Area

01.04.01 Recognize and maintain a clean and sanitary receiving/dry stores area.
01.04.02 Clean and sanitize floors and walls.
01.04.03 Recognize and report indications of food spoilage.
01.04.04 Recognize and report indications of insect or rodent infestation.

1 01.05 Food Preparation Areas

01.05.01 Recognize and maintain clean and sanitary food preparation surfaces.
01.05.02 Clean and sanitize floors and walls.
01.05.03 Recognize and report indications of insect or rodent infestation.

1 01.06 Range Hoods

01.06.01 Degrease and clean range hoods.
01.06.02 Remove, clean, and replace filters.

1 01.07 Reefers, Chill Boxes, and Freezers (Refrigerated Spaces)

01.07.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.

01.07.02 Recognize and practice sanitary/safe food handling practices in refrigerated spaces.
01.07.03 Recognize and maintain clean and sanitary refrigerated spaces.
01.07.04 Recognize and report indications of food spoilage.

01.08 Food holding/Serving lines

01.08.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.
01.08.02 Recognize and practice sanitary/safe food handling practices in food holding areas and serving lines.
01.08.03 Recognize and maintain clean and sanitary food holding areas and serving lines.
01.08.04 Recognize and report indications of food spoilage.

01.09 Dishware/Tableware

01.09.01 Properly prepare dish washing area for use.
01.09.02 Properly prepare, clean, rinse, sanitize, and dry dishware and tableware items.
01.09.03 Properly clean, sanitize, and secure dish washing area.

01.10 Pots, Pans, and Cook Utensils

01.10.01 Properly prepare deep-sink area for use.
01.10.02 Properly prepare, clean, rinse, sanitize and dry pots, pans and cooking utensils.
01.10.03 Properly clean, sanitize, and secure deep-sink area.

01.11 Guest/Customer Areas

01.11.01 Properly clean and sanitize counter areas.
01.11.02 Properly clean and sanitize dining areas.
01.11.03 Properly clean and sanitize restrooms.

02.0 DEMONSTRATE SAFE WORKING PRACTICES.--The student will be able to:

02.01 Safety Hazards

02.01.01 Identify physical safety rules.
02.01.02 Identify physical safety hazards.
02.01.03 Recognize and correct or report physical safety hazards.
02.01.04 Identify electrical safety rules.
02.01.05 Identify electrical safety hazards.
02.01.06 Recognize and correct or report electrical safety hazards.
02.01.07 Identify fire safety rules.
02.01.08 Identify fire safety hazards.
02.01.09 Recognize and correct or report fire safety hazards.

02.02 First Aid

02.02.01 Identify First Aid requirements for a commercial food service operation.
02.02.02 Prepare subject and perform Heimlich maneuver.

03.0 DEMONSTRATE EQUIPMENT OPERATION SKILLS--The student will be able to:

1 03.01 Hand Tools

03.01.01	Identify special precautions to be used when working with hand tools.
03.01.02	Select and use hand tools in a safe and efficient manner.

2 03.02 Beverage Equipment

03.02.01	Identify special precautions to be used when working with beverage equipment.
03.02.02	Correctly assemble and disassemble beverage equipment.
03.02.03	Operate beverage equipment in a safe and efficient manner.

03.03 Pressure Cookers and Steam Equipment

03.03.01	Identify special precautions to be used when working with steam under pressure.
03.03.02	Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.
03.03.03	Operate pressure cookers and steam equipment in a safe and efficient manner.

03.04 Grinders and Tenderizers

03.04.01	Identify special precautions to be used when working with grinders and tenderizers.
03.04.02	Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.04.03	Operate grinders and tenderizers in a safe and efficient manner.

1/2 03.05 Knives and Cutting Tools

03.05.01	Identify special precautions to be used when working with knives and cutting tools.
03.05.02	Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
03.05.03	Use knives and cutting tools in a safe and efficient manner.

03.06 Ovens, Ranges, Griddles, Fryers, Broilers, and Toasters

1/2 03.06.01	Identify special precautions to be used when working with ovens, ranges, griddles, fryers, broilers and toasters.
03.06.02	Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
1/2 03.06.03	Operate ovens, ranges, griddles, fryers, broilers and toasters in a safe and efficient manner.

03.07 Proofers

2 03.07.01	Identify special precautions to be used when working with proofers.

03.07.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.

03.07.03 Operate proofers in a safe and efficient manner.

03.08 Mixers and Blenders

2 03.08.01 Identify special precautions to be used when working with mixers and blenders.

03.08.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.08.03 Operate mixers and blenders in a safe and efficient manner.

03.08.04 Perform the above competencies for all accessories or attachments used with the equipment.

03.09 Slicing Machines

1/2 03.09.01 Identify special precautions to be sued when working with slicing machines.

03.09.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy. (Note: Special attention should be given to the guards on this machine.)

03.09.03 Operate slicing machines in a safe and efficient manner.

03.10 Food Warmers

1/2 03.10.01 Identify special precautions to be used when working with food warmers.

03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.

03.10.03 Operate food warmers in a safe and efficient manner.

04.0 DEMONSTRATE EFFECTIVE COST CONTROL--The student will be able to:

04.01 Inventory Control

04.01.01 Receive stores/supplies, count accurately and compare quantity received against invoice. Record received amount and process invoice in accordance with local procedures.

04.01.02 Store received stores/supplies in proper location. Rotate stores/materials in accordance with local procedures.

04.01.03 Conduct and accurately record an inventory of stores/supplies. Process inventory in accordance with local procedures.

04.01.04 Make break-outs and distribute stores/supplies. Utilize local procedures to maintain perpetual inventory.

04.02 Weights and Measures

04.02.01 Identify standard volume, liquid and weight as they apply to commercial food operations.

04.02.02 Convert accurately between standard units of measure as applicable to commercial food operations.

04.02.03 Convert recipes for both a greater and lesser number of portions.

04.03 Portion Control

04.03.01 Identify principles of portion control and calculate cost per serving (Note: Cost of incorrect portion size, waste, and spoilage may be addressed here.)

04.03.02 Identify and apply portion control methods.

05.0 PREPARE AND MANAGE SALADS--The student will be able to:

05.01 Identify and select materials for salad preparation.
05.02 Prepare salads.
05.03 Hold salads for service.
05.04 Garnish and present salads.
05.05 Store reusable portions.
05.06 Prepare salad dressings, cold sauces, and derivatives.

1-2 06.0 PREPARE AND MANAGE BEVERAGES--The student will be able to:

06.01 Identify and select materials for beverage preparation.
06.02 Prepare hot and cold beverages.
06.03 Hold beverages for serving.
06.04 Garnish and present beverages.
06.05 Store reusable portions.

07.0 PREPARE AND MANAGE SANDWICHES--The student will be able to:

07.01 Identify and select materials for sandwich preparation.
07.02 Prepare hot and cold sandwiches.
07.03 Hold sandwiches for serving.
07.04 Garnish and present sandwiches.
07.05 Store reusable portions.

08.0 PREPARE AND MANAGE FRUITS AND VEGETABLES--The student will be able to:

08.01 Identify and select fruits and vegetables.
08.02 Prepare fruits and vegetables.
08.03 Hold fruits and vegetables for serving.
08.04 Garnish and present fruits and vegetables.
08.05 Store reusable portions.

09.0 PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD--The student will be able to:

09.01 Identify and select meats.

09.01.01 Identify meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.01.02 Prepare meats with given recipes.
09.01.03 Hold meats for serving.
09.01.04 Garnish and present meats.
09.01.05 Store reusable portions.

09.02 Identify and select poultry.

09.02.01 Identify poultry characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.

09.02.02 Prepare poultry with given recipes.
09.02.03 Hold poultry for serving.
09.02.04 Garnish and present poultry.
09.02.05 Store reusable portions.

09.03 Identify and select seafood.

09.03.01 Identify seafood characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.03.02 Prepare seafood with given recipes.
09.03.03 Hold seafood for serving.
09.03.04 Garnish and present seafood.
09.03.05 Store reusable portions.

10.0 PREPARE AND MANAGE STOCKS, SOUPS, AND SAUCES/GRAVIES--The student will be able to:

10.01 Stocks

10.01.01 Identify and select ingredients.
10.01.02 Prepare basic stocks.
10.01.03 Store stock for future use.

10.02 Soups

10.02.01 Identify and select ingredients.
10.02.02 Prepare soups.
10.02.03 Hold soups for service.
10.02.04 Garnish and present soups
10.02.05 Store leftover portions for future use.

10.03 Sauces and Gravies

10.03.01 Identify and select ingredients.
10.03.02 Prepare sauces and gravies.
10.03.03 Hold sauces and gravies for service.
10.03.04 Store left over sauces and gravies for future use.

11.0 PREPARE AND MANAGE FOODS UTILIZING DAIRY PRODUCTS--The student will be able to:

11.01 Identify and select dairy products.
11.02 Prepare foods utilizing dairy products using given recipes.
11.03 Hold food containing dairy products for service.
11.04 Garnish and present foods containing dairy products.
11.05 Store reusable portions.

12.0 PREPARE AND MANAGE FOODS UTILIZING EGG PRODUCTS--The student will be able to:

12.01 Identify and select egg products.
12.02 Prepare foods utilizing egg products using given recipes.
12.03 Hold food containing egg products for service.
12.04 Garnish and present foods containing egg products.
12.05 Store reusable portions.

13.0 PREPARE AND MANAGE FOODS UTILIZING FARINACEOUS (STARCHY) PRODUCTS--The student will be able to:

13.01 Identify and select farinaceous products.
13.02 Prepare foods utilizing farinaceous products using given recipes.

13.03 Hold food containing farinaceous products for service.
13.04 Garnish and present foods containing farinaceous products.
13.05 Store reusable portions.

14.0 PREPARE AND MANAGE BASIC DESSERTS--The student will be able to:

14.01 Identify and select dessert ingredients.
14.02 Prepare basic dessert products.
14.03 Hold dessert products for service.
14.04 Garnish and present dessert products.
14.05 Store reusable portions.

15.0 PREPARE AND MANAGE BASIC QUICK BREADS AND YEAST DOUGH--The student will be able to:

15.01 Quick Breads

15.01.01 Identify and select quick bread ingredients.
15.01.02 Prepare quick breads using given recipes.
15.01.03 Hold quick breads for service.
15.01.04 Present quick breads.
15.01.05 Store reusable portions.

15.02 Yeast doughs

15.02.01 Identify and select yeast dough ingredients.
15.02.02 Prepare yeast dough products using given recipes.
15.02.03 Hold yeast dough products for service.
15.02.04 Present yeast dough products.
15.02.05 Store reusable portions.

16.0 PREPARE AND MANAGE SPECIALTY ITEMS--The student will be able to:

16.01 Hot and Cold Appetizers

16.01.01 Identify and select ingredients.
16.01.02 Prepare hot and cold appetizers using given recipes.
16.01.03 Hold hot and cold appetizers for service.
16.01.04 Garnish and present hot and cold appetizers.
16.01.05 Store reusable portions.

16.02 Aspic Coated Appetizers

16.02.01 Identify and select ingredients.
16.02.02 Prepare aspic coated appetizers using given recipes.
16.02.03 Hold aspic coated appetizers for service.
16.02.04 Garnish and present aspic coated appetizers.
16.02.05 Store reusable portions.

16.03 Petite Salads

16.03.01 Identify and select ingredients.
16.03.02 Prepare petite salads using given recipes.
16.03.03 Hold petite salads for service.

16.03.04 Garnish and present petite salads.
16.03.05 Store reusable portions.

16.04 Specialty Soups and Consumes'

16.04.01 Identify and select ingredients.

16.04.02 Prepare specialty soups.
16.04.03 Hold specialty soups for service.
16.04.04 Garnish and present specialty soups.
16.04.05 Store left over portions for future use.

16.05 Cocktails

16.05.01 Identify and select ingredients.
16.05.02 Prepare cocktails using given recipes.
16.05.03 Hold cocktails for service.
16.05.04 Garnish and present cocktails.
16.05.05 Store reusable portions.

16.06 Dips

16.06.01 Identify and select ingredients.
16.06.02 Prepare dips using given recipes.
16.06.03 Hold dips for service.
16.06.04 Garnish and present dips.
16.06.05 Store reusable portions.

16.07 Variety Meats

16.07.01 Identify variety meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
16.07.02 Prepare variety meats with given recipes.
16.07.03 Hold variety meats for serving.
16.07.04 Garnish and present variety meats.
16.07.05 Store reusable portions.

16.08 Meringues

16.08.01 Identify and select ingredients.
16.08.02 Prepare meringues using given recipes.
16.08.03 Hold meringues for service.
16.08.04 Garnish and present meringues.
16.08.05 Store reusable portions.

16.09 Sugar Cookies

16.09.01 Identify and select ingredients.
16.09.02 Prepare sugar cookies using given recipes.
16.09.03 Hold sugar cookies for service.
16.09.04 Garnish and present sugar cookies.
16.09.05 Store reusable portions.

16.10 Cake Decorating

16.10.01 Identify and select ingredients for cake decorating.
16.10.02 Select and prepare decorating equipment.
16.10.03 Prepare icings from given recipes.
16.10.04 Decorate cakes and pastries.
16.10.05 Hold cakes and pastries for service.
16.10.06 Present cakes and pastries.

16.10.07 Store reusable portions.
16.10.08 Apply cake decorating practices to garnishes and presentations.

17.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS--The student will be able to:

1-2 17.01 Prepare and maintain dining room for service.
17.02 Greet and escort customers.
17.03 Customer Service.

- 17.03.01 Present menu/menus
- 17.03.02 Sell and merchandise menu items.
- 17.03.03 Take orders.
- 17.03.04 Serve food.
- 17.03.05 Calculate and present guest check.

17.04 Handling money.

- 17.04.01 Demonstrate responsible cash handling.
- 17.04.02 Demonstrate ability to calculate and county customers change.

18.0 DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS--The student will be able to:

18.01 Resolve customer complaints in a positive professional manner.
18.02 Cope with stressful situations.
2/3 18.03 Accommodate the needs of customers (handicapped, infants, elderly.)
2/3 18.04 Maintain a positive friendly dining room attitude.
2/3 18.05 Display team work.
2/3 18.06 Present a neat and clean appearance that will promote a positive image of the establishment.

19.0 DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS--The student will be able to:

1-3 19.01 Write logical and understandable statements, or phrases, to accurately fill out forms/invoices commonly used in business and industry.
19.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
1-3 19.03 Read and follow written and oral instructions.
1-3 19.04 Answer and ask questions coherently and concisely.
19.05 Read critically by recognizing assumptions and implications and by evaluating ideas.
1-3 19.06 Demonstrate appropriate telephone/communication skills.

20.0 DEMONSTRATE APPROPRIATE MATH SKILLS--The student will be able to:

20.01 Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares, and cylinders.
20.02 Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet and inches.
20.03 Add, subtract, multiply and divide using fractions, decimals, and whole numbers.
3 20.04 Determine the correct purchase price, to include sales tax for a materials list containing a minimum of six items.
3 20.05 Demonstrate an understanding of federal, state and local taxes and their computation.

21.0 DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE--The student will be able to:

21.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
21.02 Draw conclusions or make inferences from data.

1-3 21.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.

21.04 Understand pressure measurement in terms of P.S.I., inches of mercury and K.P.A.

3 22.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.
22.03 Identify documents which may be required when applying for a job.
22.04 Complete a job application form correctly.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
22.07 Identify acceptable work habits.
22.08 Demonstrate a knowledge of how to make appropriate job changes.
22.09 Demonstrate acceptable employee health habits.
22.10 Demonstrate a knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442.

23.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

23.01 Define entrepreneurship.
23.02 Describe the importance of entrepreneurship to the American economy.
23.03 List the advantages and disadvantages of business ownership.
23.04 Identify the risks involved in ownership of a business.
23.05 Identify the necessary personal characteristics of a successful entrepreneur.
23.06 Identify the business skills needed to operate a small business efficiently and effectively.

Note: Skills addressed in year 1 will continue to be addressed in years 2 and 3, with more advanced applications.

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared time School _____
ESE Dept Chairperson _____

Scale

Y = Yes N = No

DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____
Grade(s) _____
Program Title Commercial Foods
Program # 8763000
MEPs Dining Room Attendant

Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: **Dates:**				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20. _____	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: **Dates:**				
31. Identifies, stores, and safely uses chemicals/cleaning agents.	___	___	___	___
32. Identifies and practices preventive measures to preclude the occurrence of food borne illness.	___	___	___	___
33. Practices personal hygiene to required standards.	___	___	___	___
34. Maintains receiving/dry stores areas.	___	___	___	___
35. Maintains food preparation areas.	___	___	___	___
36. Maintains range hoods.	___	___	___	___
37. Recognizes and maintains clean and sanitary refrigerated spaces.	___	___	___	___
38. Recognizes, practices, and maintains sanitary/safe food handling practices in food holding areas/serving lines.	___	___	___	___
39. Prepares, cleans, rinses, sanitizes, and dries dishware, tableware items, and dish washing area.	___	___	___	___
40. Prepares, cleans, rinses, sanitizes, and dries pots, pans, cooking utensils, and deep-sink area.	___	___	___	___
41. Cleans and sanitizes guest/customer areas.	___	___	___	___
42. Demonstrates safe working practices.	___	___	___	___
43. Selects and uses hand tools in a safe and efficient manner.	___	___	___	___
44. Operates beverage equipment in a safe and efficient manner.	___	___	___	___
45. Identifies special precautions to be used when working with knives and cutting tools, slicers, and other equipment.	___	___	___	___
46. Operates ovens, ranges, griddles, fryers, broilers, and toasters in a safe and efficient manner.	___	___	___	___
47. Prepares and maintains dining room for service	___	___	___	___
48. Demonstrates proficiency in customer relations.	___	___	___	___

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: ***List date, item #, and modification for each (M) rating.***

DATE	ITEM#	MODIFICATION

Use space below to list additional modifications or make general comments.

Competency Certificate

This is to certify that:

Chris

Achieved the performance levels acknowledged on the reverse side for the program:

Commercial Foods

These competencies specifically prepare this student for:

DOT Job Title Dining Room Attendant

DOT# 311.677-018

This _____ Day of _____, 1995

Instructor

Administrator

DINING ROOM ATTENDANT

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate acceptable professional and personal sanitation practices.
		Demonstrate safe working practices.
		Demonstrate equipment operation skills.
		Prepare and maintain dining room for service.

2	1	
		Demonstrate proficiency in customer relations.
		Demonstrate employability skills.
		Demonstrate appropriate communication skills.
		Demonstrate appropriate math skills.

APPENDIX A

COURSE MODIFICATIONS RULE

6A-6.0312 Course Modifications for Exceptional Students. School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC, shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History - New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

APPENDIX B

SAMPLE MODIFIED OCCUPATIONAL COMPLETION POINTS IN ENVIRONMENTAL HORTICULTURE

ENVIRONMENTAL HORTICULTURE
MODIFIED OCCUPATIONAL COMPLETION POINTS

Possible modified occupational completion points below Environmental Horticulture Occupational Completion Point A (Horticultural Worker) include:

405.361-010	Plant Propagator
405.683-014	Growth-media Mixer, Mushroom
405.684-010	Budder
405.684-014	Horticulture Worker I
405.687-010	Flower Picker
405.687-014	Horticulture Worker II
405.687-018	Transplanter, Orchid
406.381-010	Gardener, Special Effects & Instruction Models
406.683-010	Greenskeeper II
406.684-010	Cemetery Worker
406.684-014	Groundskeeper, Industrial-Commercial
406.684-018	Garden Worker
407.663-010	Farmworker, Diversified Crops I
407.687-010	Farmworker, Diversified Crops II
408.161-010	Landscape Gardener
408.662-010	Hydro-Sprayer Operator
408.684-014	Sprayer, Hand
408.687-014	Laborer, Landscape
408.687-018	Tree Surgeon Helper II
409.137-014	Row Boss, Hoeing
409.683-010	Farm-Machine Operator
409.683-014	Field Hauler
409.684-010	Irrigator, Valve Pipe
409-685-010	Farm-Machine Tender

APPENDIX C

SAMPLE BLANK STUDENT PERFORMANCE PROFILES, RATING FORMS, AND COMPETENCY CERTIFICATE

Student Profile

NAME:

AGE:

ESE PROGRAM:

SAFETY LIMITATIONS: (Anything that would affect student's ability to work with machinery, read signs/directions and manuals, or operate measuring devices accurately)	Physical:	No _____ Yes _____ Explain:
	Academic:	Reading Level _____ Math Level _____
	Other:	No _____ Yes _____ Explain:

EDUCATION LEVEL:

WORK EXPERIENCE:

VOCATIONAL INTERESTS:

LEARNING STYLE: _____ Auditory _____ Visual _____ Hands-On

OCCUPATIONAL STRENGTHS:

OCCUPATIONAL LIMITATIONS:

ESE CONTACT PERSON: _____ Phone _____

ESE PERFORMANCE PROFILE

Name: _____
School: _____
School Year: _____

Proficiency	3=Above Average 2=Average 1=Below Average

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance to frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Strengths (Choose from Behaviors 1 through 11)						
1. Displays an interest in this vocational career.	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Grade (numerical)						
Teacher's Signature/Date						

Additional Comments:

_____

_____

_____

White - ESE Teacher. Canary - Cum Folder. Pink - Vocational Coordinator

PERFORMANCE PROFILE FOR EXPLORATORY VOCATIONAL COURSES
CAREER SKILLS FOR _____

Name: _____
School: _____
School Year: _____

ESE Teacher: _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

Proficiency	3=Above Average 2=Average 1=Below Average

Section A - WORK RELATED BEHAVIORS	Rating		Comments
1. Display initiative.	3 2 1		
2. Display tolerance to frustration.	3 2 1		
3. Relate to peers/co-workers.	3 2 1		
4. Relate to teachers/supervisors.	3 2 1		
5. Work independently.	3 2 1		
6. Complete tasks as directed	3 2 1		
7. Display appropriate conduct, habits, manners.	3 2 1		
8. Display appropriate appearance.	3 2 1		
9. Comply with attendance regulations.	3 2 1		
10. Use care with materials/equipment.	3 2 1		
11. Comply with safety rules.	3 2 1		
Section B - CAREER SKILLS	**Rating**	**Student Interest**	**Comments**
12. Define related terms.	3 2 1	3 2 1	
13. Demonstrate proper care and handling of equipment.	3 2 1		
14. Perform basic operations.	3 2 1		
15. Identify related careers.	3 2 1		

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: _____ Date: _____

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson

Scale

Y = Yes N = No

DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name:

Course # :
Rater's Name _____
Rater's Signature

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31.	___	___	___	___
32.	___	___	___	___
33.	___	___	___	___
34.	___	___	___	___
35.	___	___	___	___
36.	___	___	___	___
37.	___	___	___	___
38.	___	___	___	___
39.	___	___	___	___
40.	___	___	___	___
41.	___	___	___	___
42.	___	___	___	___
43.	___	___	___	___
44.	___	___	___	___
45.	___	___	___	___
46.	___	___	___	___
47.	___	___	___	___
48.	___	___	___	___
49.	___	___	___	___
50.	___	___	___	___
51.	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION

Use back of form to list additional modifications or make general comments.

Competency Certificate

This is to certify that:

_____

Achieved the performance levels acknowledged
on the reverse side for the program:

_____

These competencies specifically prepare this student for:

DOT Job Title _____

DOT# _____

This _____ Day of _____, 199_

_____ _____

Instructor Administrator

Job Title:_____

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2= SKILLED	can perform job independently with no additional training
1= MODERATELY SKILLED	has performed job independently during training program; limited additional training may be required

2	1	
		Demonstrate safe working practices.
		Demonstrate proper equipment operation skills.
		Demonstrate appropriate communication skills.
		Demonstrate appropriate math skills.

2	1	
		Demonstrate employability skills.
		_____
		_____
		_____

FLORIDA DEPARTMENT OF
EDUCATION

Affirmative action/equal opportunity employer
Frank T. Brogan, Commissioner

DD 025 BK 95

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